DOCUMENT RESUME

ED 159 486 CE 018 196

TITLE	Arizona Traffic Safety Education, K-8. Bicycle Safety, Grade 2.
INSTITUTION	Mesa Public Schools, Ariz.
SPONS AGENCY	Arizona State Dept. of Education, Phoenix.
PUB DATE	77
NOTE	153p.; For related documents see CE 018 050-054 and CE 018 192-200
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS	Accident Prevention; *Bicycling; Curriculum Guides; Equipment; Evaluation Methods; Grade 2; Learning Activities; Learning Modules; Maintenance; Performance Based Education; Primary Education; Resource Materials; *Safety Education; Skill Development; State Legislation; Traffic Regulations; *Traffic Safety; *Vehicular Traffic
IDENTIFIERS	Arizona

ABSTRACT

One in a series designed to assist Arizona elementary and junior high school teachers in developing children's traffic safety skills, this curriculum guide contains ten lessons on bicycles for use in grade 2. Introductory information provided for the teacher includes basic highway safety concepts, stressing communication methods for highway users, visibility and judgmental problems, predictability of behavior, and the traffic/pedestrian environment; instructions for using this program, explaining evaluation methods; Arizona laws and Mesa city ordinances governing bicycle operation; and general rules for bicycle safety. The lessons cover the following subjects: types of bicycles; bicycle size and balance; equipment, especially brakes; the best locations for learning how to ride a bicycle; safety rules; special conditions due to weather or the time of day; hazards of riding in traffic; and safe riding practices. For each lesson a complete plan is provided, incorporating objectives, key points, a list of needed materials, suggested basic and enrichment activities, student assessment procedures, and additional resource materials. The types of activities include class discussions, demonstrations, drawing and coloring, games, and songs. (ELG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED159486

ARIZONA
TRAFFIC SAFETY EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Arizona Dept of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

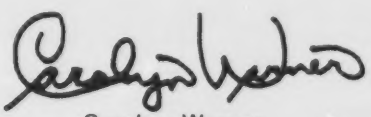
BICYCLE SAFETY

CE 018 196

FOREWORD

Educators, legislators, and citizens from every walk of life in each of the fifty states are studying ways to accommodate boys and girls in our ever-increasing mobile society. With the greater rate of mobility among people comes the need for safety education to assist each child in maintaining a safe and comfortable life. Safety education has long been an integral part of instructional programs in our schools, but we are now attempting to focus on safe highway education through a sequential system of concept development. Basic understandings and safety-oriented attitudes of young people toward responsibility as pedestrians, bicycle riders, and passengers will serve them well through their growing years and into the time when they are driving their own cars.

The Driver and Safety Education Division, Department of Education, in cooperation with the Mesa Public School System, has prepared this Resource Guide for elementary teachers to assist them in helping children develop awareness of their responsibilities as highway users. It is our hope that the Resource Guide aid in cutting across the fabric of the total elementary school program.



Carolyn Warner
Superintendent

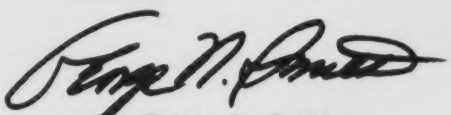
INTRODUCTION

At a time when traffic accidents are a major hazard in the lives of our young people, it is gratifying for the Mesa Public Schools to be involved in the development of this elementary traffic safety education guide. It is our purpose that, with this guide, teachers will be able to provide elementary students with the knowledge, skills and attitudes necessary to avoid the suffering and loss caused by traffic mishaps.

To adequately prepare young citizens to become safe and responsible highway users, a comprehensive K-12 traffic safety program is required. To this end, these lessons, developed from materials gathered from across the entire country, are provided. Key concepts and activities have been researched, formulated and developed, and lesson formats have been designed for ease of teacher use. Materials are not simply provided; a lesson plan concept is used complete with objectives, key points, material lists, suggested (and flexible) activities, student assessment procedures and additional materials not readily available in the classroom.

All lessons have been field-tested throughout the Mesa School District and in other districts. Lessons were evaluated for importance, usability in the classroom, appropriateness of activities and materials, time to teach, grade level, student achievement and interest, and other key variables. Where revisions were needed they were made.

It is our sincere desire that these lessons, in the hands of concerned teachers, will assist our youth in becoming responsible, skillful and safe highway users.



Dr. George N. Smith
Superintendent
Mesa Public Schools

BICYCLE SAFETY – SECOND GRADE

CONTENT

Introduction	iii
Using This Program	v
Laws Regarding Operation of Bicycles and Play Vehicles	vii
Bicycle Safety Rules	xi
	Lesson
Types of Bicycles	1
Proper Bicycle Fit and Balance	2
A Properly Equipped Bicycle	3
Brakes and Bicycles	4
Where You Should Learn to Ride Your Bicycle	5
Safety Rules for Riding a Bicycle	6
Bicycling and Weather Conditions	7
Riding After Dark	8
Traffic Mix – Don't Enter	9
Safe Bicycle Riding Practices	10

INTRODUCTION*

The basic concept of *highway safety education* for elementary students is the need for an understanding of the total traffic picture.

To be a competent highway user, the elementary student as a pedestrian, bicycle rider, passenger or driver, must possess the basic knowledge of the rules and regulations of the traffic mix. After learning the rules and regulations, the student can begin to form the proper attitudes toward his responsibility for the welfare of himself and others as highway users. Through the understanding of one's limitations and the capabilities of other highway users, the elementary student will come to realize his part in providing a safer traffic environment.

Some Supporting Concepts

There are some basic highway safety concepts that should be kept in mind as these lessons are being taught:

1. The "highway user" concept should be advanced to help students identify with some of the activities that take place on the streets and highways and to introduce them to the complexities of the highway transportation system.

2. Highway users must learn to communicate with others. Some forms of communication are as follows:

   a. Eye-to-eye contact. *Example*: The student should learn to look at the car driver, not just the car.

   b. Learn the signs and signals that will provide information as to what the other person is going to do.

   c. Make sure you are communicating clearly and that you are seen before you change directions or move into traffic. *Make sure your action does not place an imposition on another highway user.*

3. Expect and accept other people's errors in judgment and be willing to help them instead of demanding retribution for your inconvenience.

4. The smaller the object, the more difficult it is to see, especially with poor visibility or poor eyesight.

   a. A large adult is easier to see than a small child.

   b. A small highway user is more difficult to see and is oftentimes hidden or camouflaged by objects in the street or highway.

---

*NOTE: The general information on the first eight basic highway safety concepts is the same as in the *Introduction* to the Pedestrian Safety Lessons. When teaching bicycle safety to elementary students, consider the additional information in Concept No. 9.

5. The highway user may be experiencing problems, such as:

   Poor eyesight

   Under the influence of alcohol or drugs

   Low angle of the sun, a.m. or p.m.

   Worried or preoccupied with personal or business problems.

6. Children should be made aware of the fact that when they take on the role of a highway user, especially a pedestrian or bicyclist, they are expected to act like adults, make the same choices and demonstrate the same judgment skills (this is usually the first time in their young lives this responsibility occurs).

   There is only one set of rules or laws in our traffic system and it applies to adults as well as children. An error in judgment or willingness to increase the risk result in the same hazard for the child and the adult.

7. The 'Yield Right of Way' concept should be accepted on the basis of who should yield the Right of Way and NOT who has the Right of Way.

   Under no circumstance should we assume the Right of Way until the other highway user yields it.

   The law directs who should yield the Right of Way, NOT who has the Right of Way.

8. The competent highway user will predict what other highway users will do based upon the laws and regulations that they have learned. Therefore, if a child or inexperienced highway user fails to follow the rules or regulations, the factor of unpredictability will add confusion, congestion, and undue hazards to his environment and increase his chances of being involved in a highway crash.

9. Sidewalks are constructed primarily for pedestrians, and streets, highways, and related facilities were established primarily for vehicles. This is done to establish a smooth flow of traffic and create a safety margin or separation between pedestrian traffic and vehicle traffic. The bicycle, however, holds a unique position, because it is a mode of transportation which is used in the street but in many locals may be, and sometimes is encouraged to be, ridden on the sidewalk. Therefore, *when the pedestrian or bicyclist moves from the sidewalk into the street or highway environment, he is moving into a highly hostile and hazardous environment which puts the responsibility on the pedestrian or bicyclist to mix safely with traffic.*

   Also, *when riding on the sidewalk, the bicyclist must accept the responsibility for the safety of the pedestrians and be willing to adjust his travel both in direction and speed to assure a pedestrian's safety.* In other words, the bicyclist must be willing to yield the right of way at all times to a pedestrian.

We sincerely hope that this unit on highway safety education will be an effective tool for the teacher to use in improving the children's survivability in our transportation system.

USING THIS PROGRAM

This program is designed to equip students with the traffic safety skills they need. Each lesson teaches a skill (OBJECTIVE). The KEY POINTS outline the content necessary to teach that objective. ACTIVITIES are designed to help you teach the key points and reinforce the lesson objective. Students should be assessed after each lesson, or as often as possible, to be certain they have acquired the necessary skills and mastered the objective.

Some assessments require meeting individually with each student, preferably in an area where he will not be distracted. Enrichment activities can be used for other students during this type of assessment (color, cut and paste, etc.) If assessment time becomes a problem, refer to random sampling procedures included in these assessments.

When assessment involves student demonstration and/or description, accept the student's first response, and go on. Do not prompt or give remedial help during assessment. Remedial help and reassessment can be provided later.

After teaching the lesson and assessing each student (or sample of students), record whether or not the student has achieved the objective. A suggested Assessment Checklist is shown below. If a student has mastered the lesson objective, check the box corresponding to that objective and the student's name. Put a circle in the box if the student has not mastered the objective. Reassess after remedial help has been given, and check if the objective is mastered.

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Linda C.	✓	○											
Bobby R.	✓												

In the example shown above, Linda C. mastered Objective One, and has been assessed on Objective Two, but has not mastered it. Bobby R. has mastered Objective One (after not mastering it on his first attempt). Bobby has not yet been assessed on Objective Two.

ASSESSMENT CHECKLIST

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13

LAWS REGARDING OPERATION OF BICYCLES

AND PLAY VEHICLES

ARIZONA REVISED STATUTES

28-811. Application of provisions

A. The parent of a child and the guardian of a ward shall not authorize or knowingly permit the child or ward to violate any of the provisions of this chapter.

B. The regulations of this chapter in their application to bicycles shall apply when a bicycle is operated upon any highway or upon any path set aside for the exclusive use of bicycles subject to those exceptions stated in this article.

28-812. Traffic laws apply to persons riding bicycles

Every person riding a bicycle upon a roadway shall be granted all the rights and shall be subject to all duties applicable to the driver of a vehicle by this chapter, except as to special regulations in this article, and except as to those provisions of this chapter which by their nature can have no application.

28-813. Riding on bicycles

A. A person propelling a bicycle shall not ride other than upon or astride a permanent and regular seat attached thereto.

B. No bicycle shall be used to carry more persons at one time than the number for which it is designed and equipped.

28-814. Clinging to vehicles

No person riding upon any bicycle, coaster, rollerskates, sled or toy vehicle shall attach the same or himself to any vehicle upon a roadway.

28-815. Riding on roadways and bicycle paths

A. Every person operating a bicycle upon a roadway shall ride as near to the right side of the roadway as practicable, exercising due care when passing a standing vehicle or one proceeding in the same direction.

B. Persons riding bicycles upon a roadway shall not ride more than two abreast except on paths or parts of roadways set aside for the exclusive use of bicycles.

C. Wherever a usable path for bicycles has been provided adjacent to a roadway, bicycle riders shall use the path and shall not use the roadway.

28-816. Carrying articles

No person operating a bicycle shall carry any package, bundle or article which prevents the driver from keeping at least one hand upon the handle bars.

28-817. Lamps and other equipment on bicycles

A. Every bicycle when in use at nighttime shall be equipped with a lamp on the front which shall emit a white light visible from a distance of at least five hundred feet to the front and with a red reflector on the rear of a type approved by the department which shall be visible from all distances from fifty feet to three hundred feet to the rear when directly in front of lawful upper beams of head lamps on motor vehicles. A lamp emitting a red light visible from a distance of five hundred feet to the rear may be used in addition to the red reflector.

B. No person shall operate a bicycle equipped with a siren or whistle.

C. Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheels skid on dry, level, clean pavement.

(from "ARIZONA REVISED STATUTES")
available from:

ARIZONA DEPARTMENT OF TRANSPORTATION
Office of Highway Safety
1655 West Jackson Street
Phoenix, Arizona 85007

10-1-16 Traffic laws applicable to persons riding bicycles:

Every person riding a bicycle upon a roadway in the City of Mesa shall be granted all of the rights and shall be subject to all of the duties applicable to vehicles or by the traffic laws of this City of Mesa applicable to the driver of a vehicle, except as to special regulations herein and except as to those provisions of law which by their nature can have no application.

10-1-17 Obedience to traffic-control devices:

Any person operating a bicycle shall obey the instructions of official traffic-control signals, signs, and other control devices applicable to vehicles, unless otherwise directed by a police officer.

Whenever authorized signs are erected indicating that no right or left or U turn is permitted, no person operating a bicycle shall disobey the direction of any such sign, except where such person dismounts from the bicycle to make such turn, in which event such person shall then obey the regulations applicable to pedestrians.

10-1-18 Riding on roadways and bicycle paths:

Every person operating a bicycle upon a roadway shall ride as near to the right hand side of the roadway as practicable, exercising due care when passing a standing vehicle or one proceeding in the same direction.

Persons riding bicycles upon a roadway shall not ride more than two (2) abreast except on paths or parts of roadways set aside for the exclusive use of bicycles.

10-1-19 Speed:

No person shall operate a bicycle at a speed greater than is reasonable and prudent under the conditions then existing.

10-1-20 Emerging from alley or driveway:

The operator of a bicycle emerging from an alley, driveway, or building, shall upon approaching a sidewalk or the sidewalk area extending across any alleyway, yield the right-of-way to all pedestrians approaching on said sidewalk or sidewalk area, and upon entering the roadway shall yield the right-of-way to all vehicles approaching on said roadway.

10-1-21 Clinging to vehicles:

No person riding upon any bicycle shall attach the same or himself to any vehicle upon a roadway.

10-1-22 Carrying articles:

No person operating a bicycle shall carry any package, bundle, or article which prevents the rider from keeping at least one (1) hand upon the handle bars.

10-1-23 Parking:

No person shall park a bicycle upon a street other than upon the roadway against the curb or upon the sidewalk in a rack to support the bicycle or against a building or at the curb, in such a manner as to afford the least obstruction to pedestrian traffic.

10-1-24 Riding on sidewalks:

No person shall ride a bicycle upon a sidewalk within a business district.

The Chief of Police is authorized to erect signs on any sidewalk or roadway prohibiting the riding of bicycles thereon by any person and when such signs are in place no person shall disobey the same.

10-1-25 Lamps and other equipment on bicycles:

Every bicycle when in use at nighttime shall be equipped with a lamp on the front which shall emit a white light visible from a distance of at least 500 feet to the front and with a red reflector on the rear of a type which shall be visible from all distances from fifty feet (50') to 300 feet to the rear when directly in front of lawful upper beams of head lamps on a motor vehicle. A lamp emitting a red light visible from a distance of 500 feet to the rear may be used in addition to the red reflector.

No bicycle shall be equipped with nor shall any person use upon a bicycle any siren or whistle.

Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheel skid on dry, level, clean pavement. (Res. No. 860 10-19-1948)

10-1-26 Unlawful acts:

It shall be unlawful for any person to fail to register and secure license for any bicycle owned by such person, or to violate any of the provisions of the City of Mesa Bicycle Code, as stated herein, providing for the registration, licensing, and regulation of all bicycles operated in the Municipality.

That the parent of any child or the guardian of any ward shall not authorize or knowingly permit any such child or ward to violate any of the provisions of this chapter.

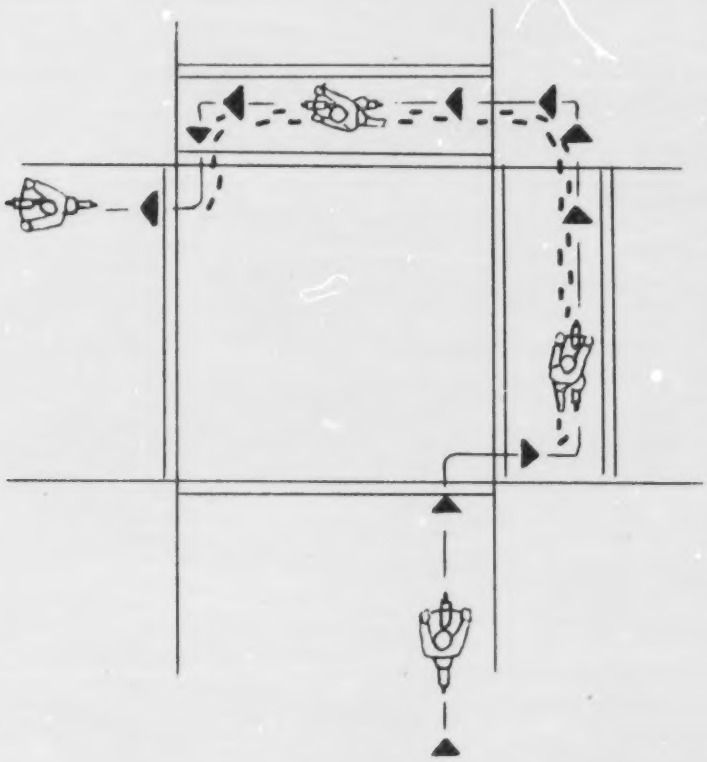
Every person convicted of a violation of any provision of this Cahpter shall be punished by a fine of not more than $300, or by imprisonment in the City Jail for not more than six (6) months or both, or by impounding of such person's bicycle for a period of not to exceed 60 days. Ird. No. 227 10-19-1948

BICYCLE SAFETY RULES

1. Ride on the right-hand side of the roadways, with traffic.
2. Ride single file if with a group.
3. Obey all traffic signals and signs.
4. When possible, use less traveled roadways.
5. Never ride on high speed highways (freeways).
6. Be sure to signal your intentions to turn or stop.
7. Yield right of way to pedestrians and automobiles.
8. Walk your bike across busy streets at the intersection.
9. Do not carry passengers or large packages.
10. Make bicycle repairs or adjustments off the road.
11. Always stop or park off the paved portion of the highway.
12. Come to a full stop before entering a street or highway.
13. Never "hitch" rides or ride closely behind any vehicle.
14. Never ride out from between parked cars.
15. Your bicycle should be equipped with a white headlight and red rear reflector for night riding.
16. It is best to wear light-colored clothing when riding at night.
17. A bicycle that is used frequently after dark should have reflectorized tape and equipment, and proper lighting.
18. Carry parcels only in an approved rack or carrier.
19. Equip bicycle with a bell or other warning device.
20. Ride in a straight line—never weave in and out of traffic.

21. On less traveled streets, make left turns from the traffic lane nearest the center line; make right turns from the lane nearest the curb.

21a. Young bicycle riders should dismount and walk their bicycles using the pedestrian crosswalks to get on the street going left.



22. Always park your bicycle in a designated place or at least where it will not impede vehicular or pedestrian traffic.

23. Always avoid riding a bicycle whenever you are tired or ill.

24. Avoid riding in bad or stormy weather.

25. Keep in mind that a bicycle is a slow-moving vehicle, so try not to interfere with the normal flow of traffic.

26. Ride on the sidewalk when it is legal. (Check with your local police. Many cities encourage this.)

27. Always ride in bike lanes, paths, and routes when available.

BICYCLE SAFETY – SECOND GRADE

LESSON ONE

"TYPES OF BICYCLES"

OBJECTIVE ONE

Given examples of the three major types of bicycles, the student will identify the types and function of each.

KEY POINTS

There are three major types of bicycles; each type has a special function or use.

1. High-rise – Fun riding and neighborhood trips.
2. Middleweight – Heavy frame and soft ride. Can be ridden in traffic. Acceptable for local travel.
3. Lightweight – Good for speed. Requires greater skill. Longer range for travel.

MATERIALS NEEDED

Transparencies or student copies made from the pictures of the three major types of bicycles and their parts. (Activities 1 and 4)

Cards at least 3" x 6" for writing descriptive phrases. (Activity 3)

Two pictures of bicycles, paste, cardboard, a box, bulletin board. (Activity 5)

Drawing paper and crayons. (Activity 6)

Enough copies of the "Connect the Dots" bicycle for each student to complete and color. (Activity 7)

Enough copies of the assessment exercise for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Explain to the students that there are three major types of bicycles: the high-rise, the middleweight, and the lightweight.

   a. The *high-rise* is designed for fun. It is compact and easy to maneuver, most popular for neighborhood trips and fun riding. (Sting-Ray and Spider are brand names.) The high-rise is short, with small wheels, a long banana seat and high handlebars. Experience is needed for safe handling. Proper fit is also very important.

   b. The *middleweight* can take rough handling and is a good bike for beginners. It has a strong, heavy frame, wide wheels, soft tires, and foot brakes, giving a soft ride. It is acceptable for local riding.

   c. The *lightweight* is designed for speed, not for a soft ride or rough use. It has a light frame, narrow tires, three or more speeds and hand brakes. Experience and skill are needed for safe handling. Proper fit is extremely important. (Because this bicycle has hand brakes and the child's hands may not be large enough or hand squeeze strong enough, this bicycle is not recommended for second graders.)

   Show the transparencies of the three different types of bicycles to the class and have them identify each with a style mentioned. Place the overlay with the names of the parts over each bicycle and have students identify where each part is on the bicycle.

   Ask the students to identify the type of bicycle they have or would like to have. Ask the students why they chose that type of bicycle.

2. Take the students outside to the bicycle area and have the students locate each of the three types of bicycles. Or bring a bicycle of each type into the classroom. Have students identify the main parts of each type: frame, tires, spokes, seat, handlebars, handlebar grips, reflector, handbrakes, etc.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Make cards with descriptive phrases taken from the bicycle types mentioned in Activity 1. *Examples:* lightweight, thin frame, small wheels, three or more speeds; wide tires, foot brakes, heavy metal frame.

   Put these cards in a box or on a table and have students pick them one at a time. The teacher can read the card, if necessary.

   Display the picture, or transparencies, of the high-rise, middleweight, and lightweight bicycle. Have students decide which types of bicycle have those characteristics.

4. Give each student a copy of his/her type of bicycle and have students locate the parts of the bicycle. Ask students if a bicycle could be ridden without specific parts (tires, pedals, reflector, etc.) and what problems might arise if the bicycle were to be ridden without that part.

5. Paste two pictures of different bicycles on cardboard and cut into puzzle parts. Cut the puzzle pieces so each piece contains one or more bicycle parts. These are put into a box. As each student draws one part out, he names it, then pins it on the bulletin board. When all parts are named, the two bicycles are complete. (They may guess bicycle types after two parts have been named and pinned, after four have been named, etc.)

6. Have students draw and color a picture of themselves on the type of bicycle they would like to own.

7. Give each student a copy of the "Connect the Dots" bicycle appropriate for their level. They may draw themselves on the bicycle and color it when they have connected the dots.

8. Teach students this song sung to the tune of "Did You Ever See a Lassie?" (The teacher may sing it as she shows the pictures.)

Did you ever see a lassie, a lassie, a lassie,
Did you ever see a lassie with a bike like this?
High handlebars, long banana seat,
Little wheels that go 'round and 'round.
Did you ever see a lassie with a bike like this?

Did you ever see a laddie, a laddie, a laddie,
Did you ever see a laddie with a bike like this?
Strong, heavy frame and foot brakes,
Wide tires for soft rides.
Did you ever see a laddie with a bike like this?

Did you ever see a lassie, a lassie, a lassie,
Did you ever see a lassie with a bike like this?
Three or more speeds, and hand brakes,
For grown-ups, not beginners,
Did you ever see a lassie with a bike like this?

SUMMARY

Review the three main types of bicycles and have students explain the special uses of each. (Activity 1 lists specific uses and characteristics.)

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise. Instruct students to match the name with the type of bicycle, then match the special use of each with the type of bicycle. Collect the exercises and complete the assessment checklist, giving help where needed.

Handlegrips

Brakes

Handlebars

Frame

Seat

Fender

Reflector

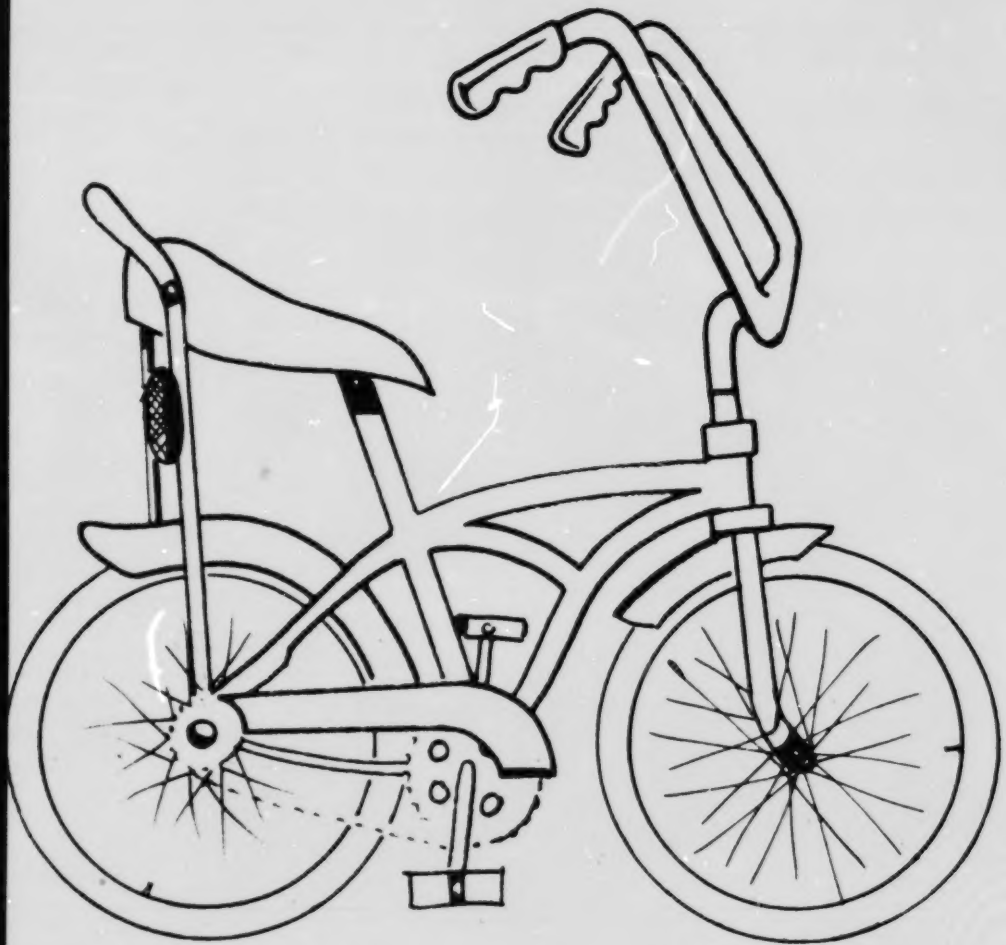
Spokes

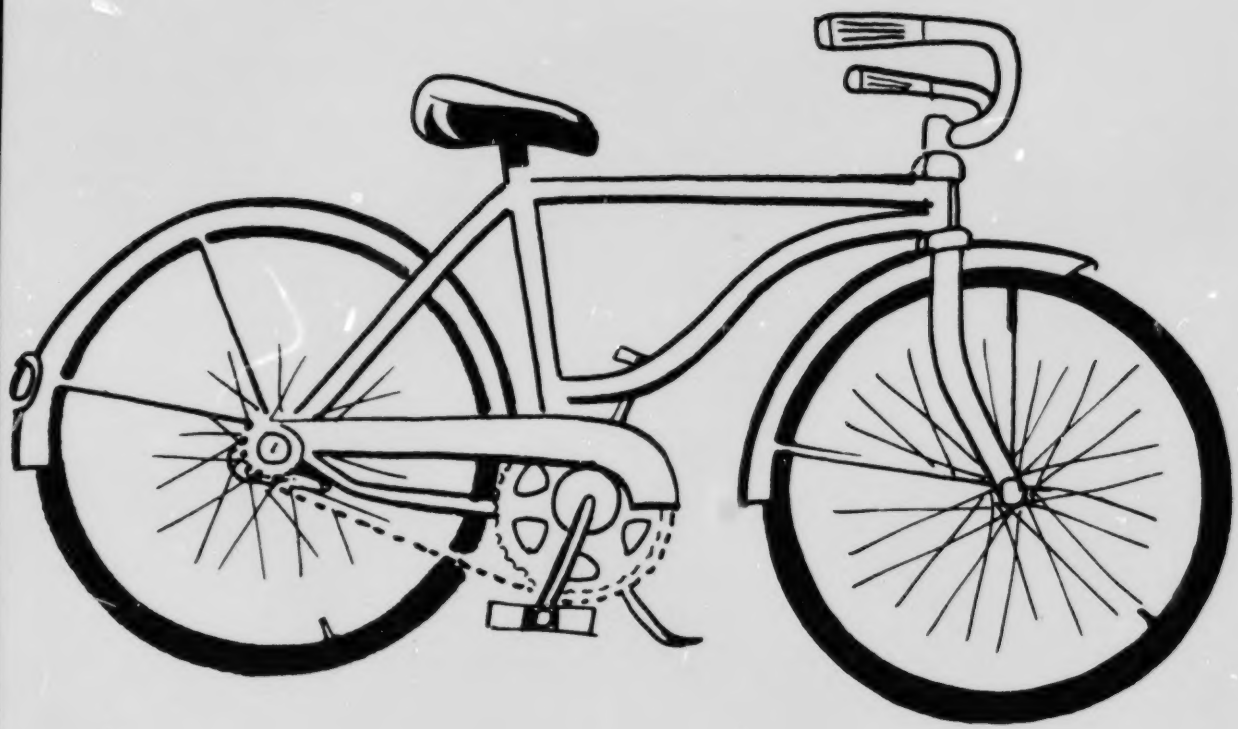
Chain Guard

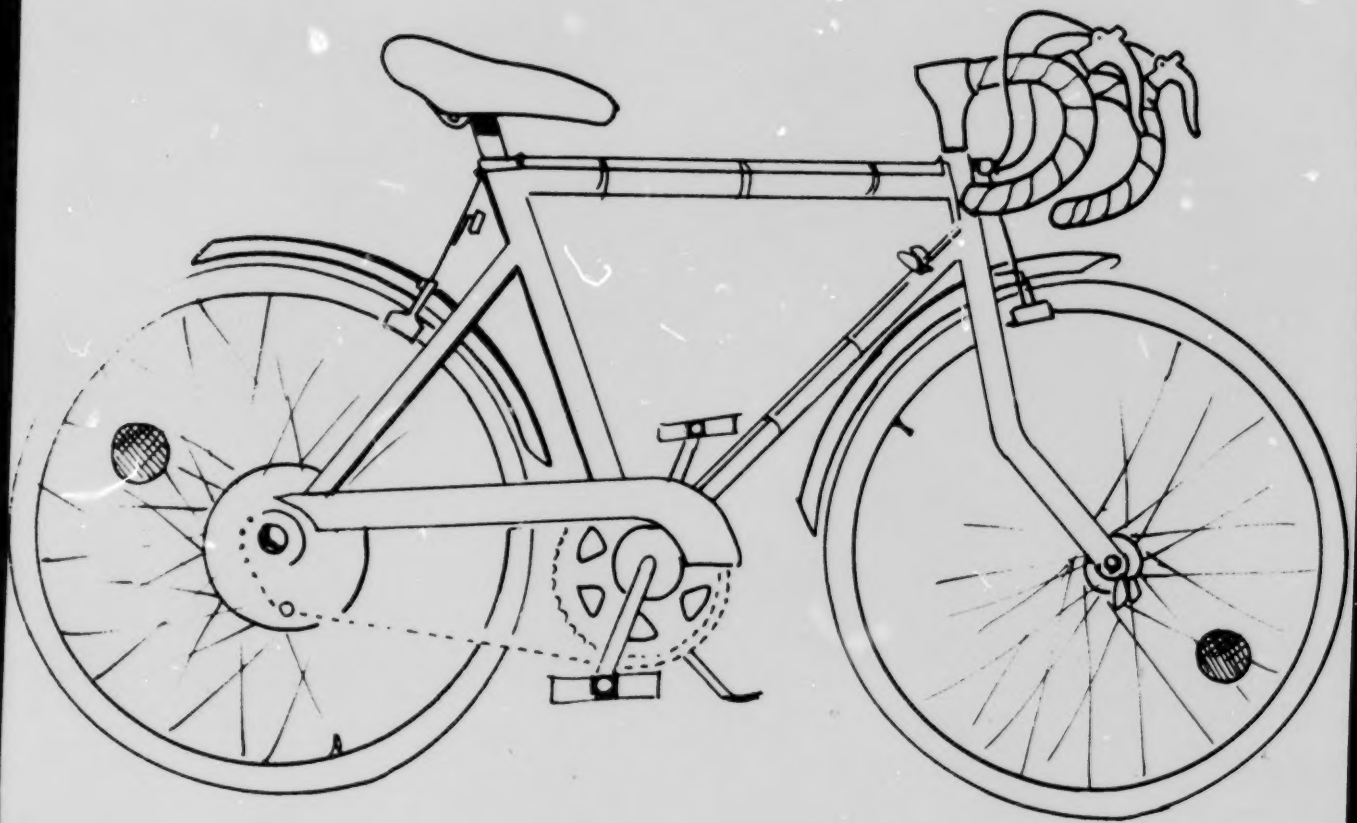
Tire

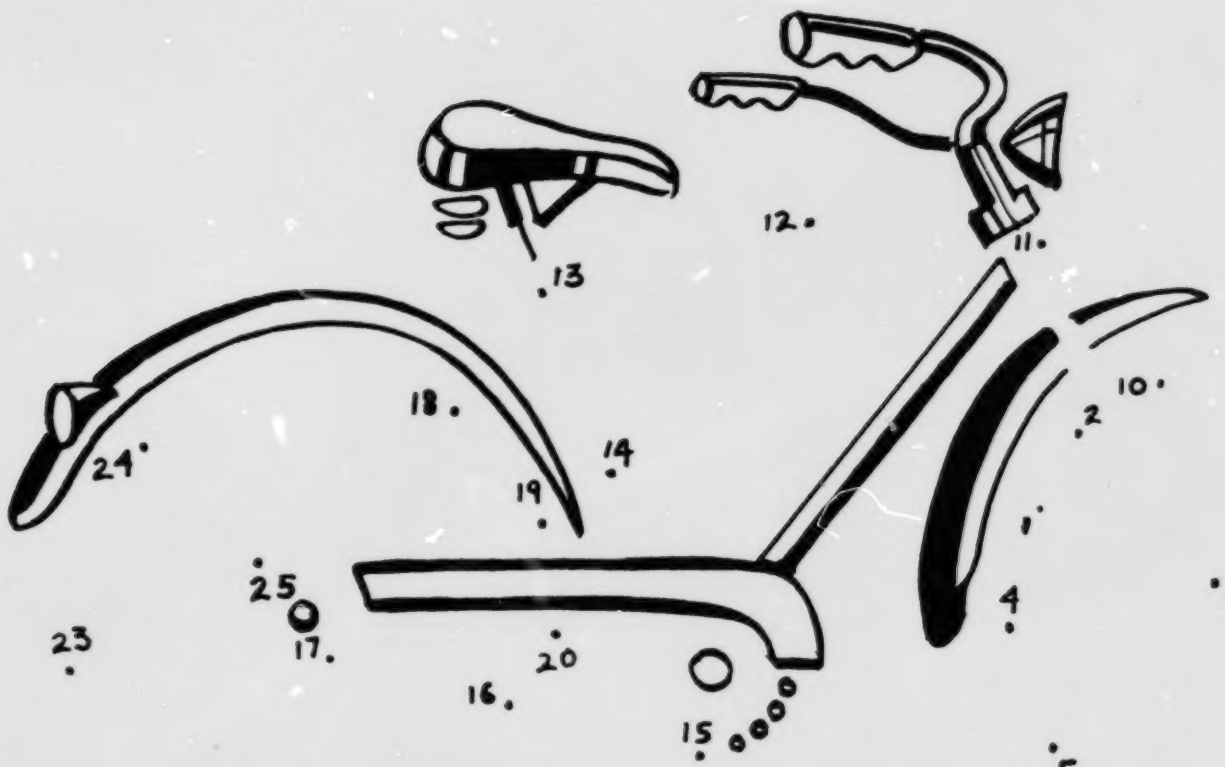
Chain

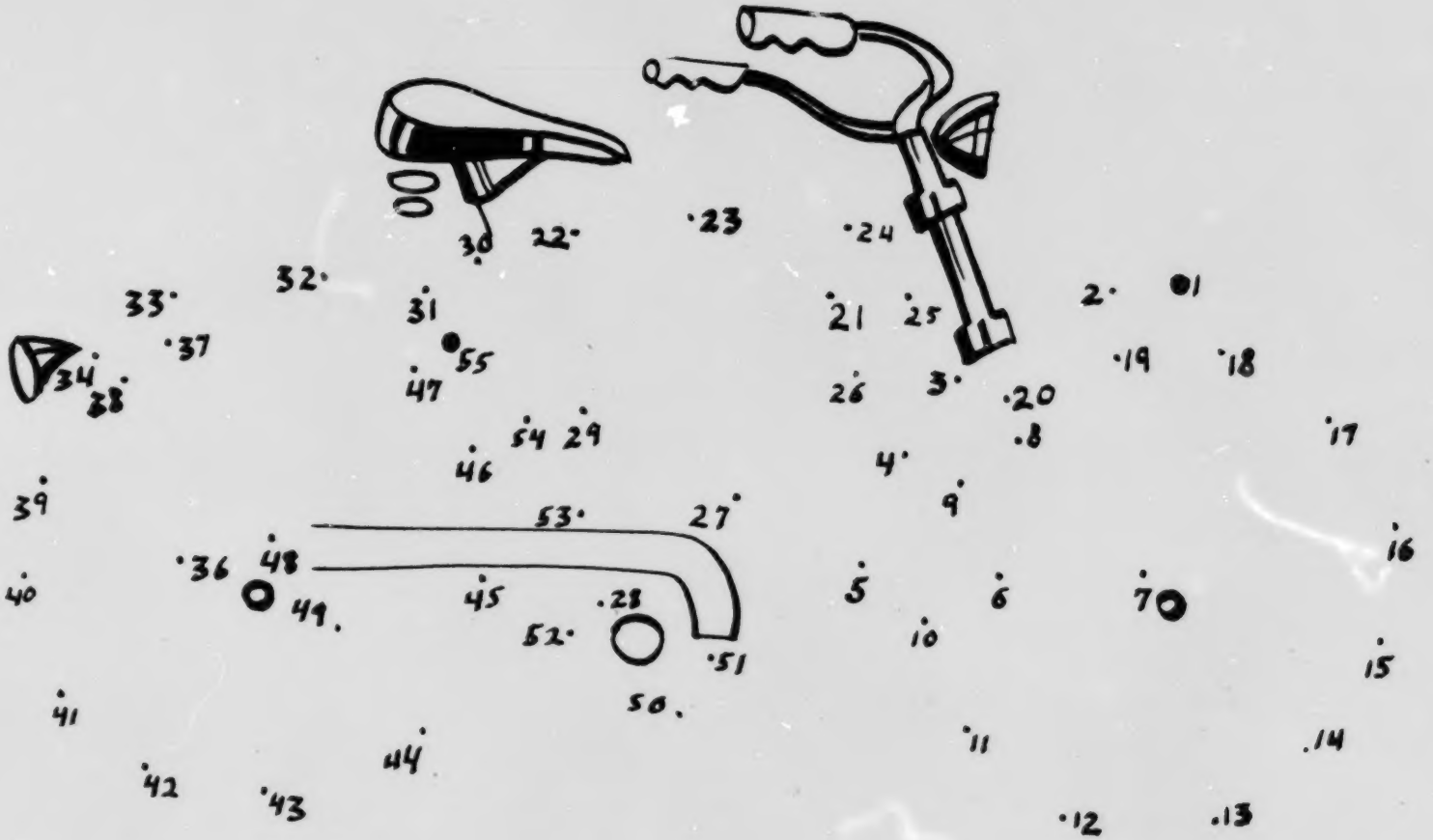
Pedals








12.
11.
13
9.
10.
2
18.
24.
14
19
1
8
25
4
3
23
17.
20
16.
15
7
5
22
21
6


30
22
23
24
32
33
31
21
25
2
1
37
55
19
18
34
38
47
26
3
20
54
29
8
17
46
4
35
39
9
53
27
16
36
48
40
49
45
28
5
6
7
52
10
51
15
50
41
11
14
44
42
43
12
13

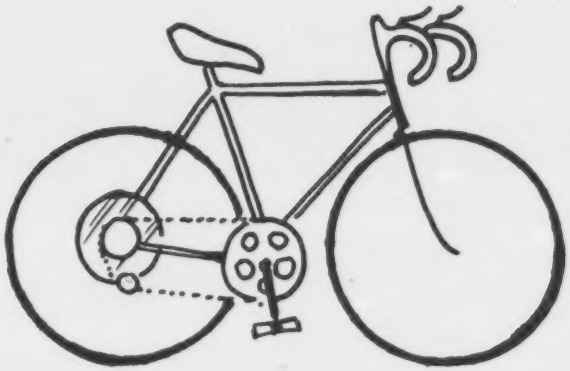
23

ASSESSMENT NAME _____

1. DRAW A LINE FROM THE BICYCLE TYPE TO THE CORRECT PICTURE.

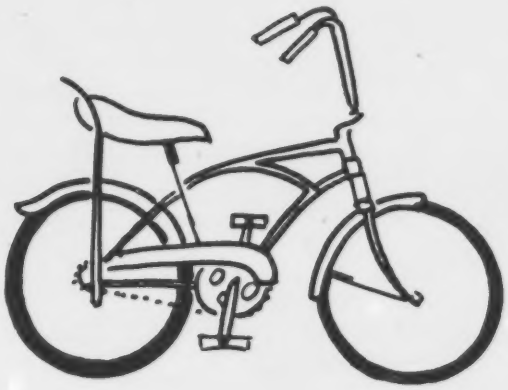
2. DRAW A LINE FROM THE SPECIAL BICYCLE USE TO THE CORRECT PICTURE.

BICYCLE TYPES

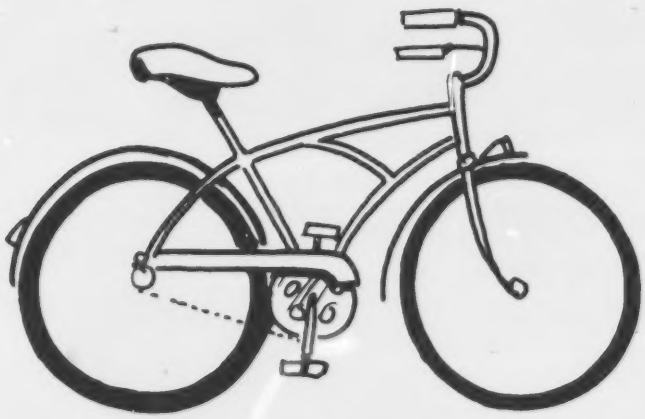


HIGHRISE

LIGHTWEIGHT



MIDDLEWEIGHT



SPECIAL USES

1. WIDE WHEELS, HEAVY FRAME, FOR ROUGH HANDLING.

2. SMALL WHEELS, LONG BANANA SEAT, FOR FUN RIDING.

3. LIGHT FRAME, NARROW TIRES, NEEDS SKILLFUL HANDLING

BICYCLE SAFETY – SECOND GRADE

LESSON TWO

"PROPER BICYCLE FIT AND BALANCE"

OBJECTIVE TWO

Given examples of proper and improper bicycle fit and balance, the student will identify those examples of proper bicycle fit and balance.

KEY POINTS

1. Proper bicycle fit and proper balance are essential for proper bicycling. Bicycles are built for *one* rider; the only bicycle for two riders is the bicycle built for two.

2. For proper fit and operation, the rider needs:

   a. Correct bicycle size.

   b. Correct seat adjustment.

   c. Correct handlebar adjustment.

3. To achieve good balance while riding:

   a. Maintain riding position. (Up straight, bent slightly forward.)

   b. Place soles of feet squarely on pedals.

   c. Grasp the handle grip firmly.

NOTE: It is important to stress proper bicycle style and fit at this grade level because students' motor coordination has not yet matured, and the instability of the operator and bicycle increases sharply when the bicycle does not fit the rider. The possibility of a spill or accident also increases sharply.

MATERIALS NEEDED

Different sized clothing, optional. (Activity 1)

The pictures of proper and improper bicycle fit accompanying this lesson, or transparencies you have made. (Activity 2)

One or more bicycles for demonstration. (Activity 3)

Enough copies of the "Letter to Parents" and "Proper Size" example for each student's parents—total three pages. (Activity 4)

Enough copies of the improperly fitted bicyclist for each student to color. (Activity 5)

Drawing paper and colors. (Activity 6)

Enough copies of the assessment item for each student.

Additional Resource Material

"Bicycle Safety" leaflet on fit, equipment, maintenance, etc.

Free from:

Aetna Life and Casualty
151 Farmington Avenue
Hartford, Connecticut 06115

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Have students make a list of items that are made just to their size (shoes, clothes, chairs, glasses, etc.). Discuss how comfortable it is to use or wear an item that fits well, and some of the problems of wearing something too big/too small. You may want to have a collection of different sized clothing on hand for children to try on.

   Explain that bicycles that do not fit cause similar problems of comfort and safety. Explain to the students that a bicycle, to be operated safely, must fit the person who is going to ride. A safe bicycle rider always checks to make sure the bicycle fits properly before riding.

2. Show the students each of the pictures or transparencies accompanying this lesson (and/or use a real bicycle). Ask the students to tell whether or not the bicycle and rider are properly fitted. If not, why would it be difficult to ride this bicycle? What might happen?

   To determine if the bicycle is of proper size and adjustment, the rider should sit on the bicycle seat. If the bicycle is a good fit and properly adjusted for the rider, the child's toes should be able to reach the ground from a seated position without having to lean the bike.

The bicycle should be adjusted to fit as follows:

- The seat should be no higher than the top of the child's hip while standing by the bicycle.
- The sole of the foot should comfortably reach the pedal at its lowest point while seated on the bicycle.
- Handlebar grips should be approximately at the same height as the seat but *never* higher than the rider's shoulders on any bicycle, and positioned for comfortable turning.

Show the "Proper Size" diagram or transparency, pointing out each position.

3. To demonstrate proper fit and balance, bring one or more different types of bicycles into the classroom or go out to the bicycle rack. Note that both seat and handlebars are adjustable. Have one student demonstrate fit and balance while you read these directions for proper riding position:

> Grasp the handlebar grips as though riding. In this position, the upper portion of the body should be inclined slightly forward and leg should be slightly bent at the knee. If the body bends too far forward or the person is sitting too straight, handlebars need adjusting. If you cannot reach the pedal or the leg is severely bent, then seat adjustments need to be made.

After the demonstration, ask several different sized students to take turns getting on one or two different bicycles. (This may be done in two or three groups.) Other students are to check for proper (a) rider size, (b) seat adjustment, and (c) handlebar adjustment.

4. Take-home. Sign the "Letter to Parents," make copies, and send a copy of the "Letter to Parents" home with each child. Include a copy of the "Proper Size" example. Ask the children to discuss with their parents what they learned about bicycle fit and balance. They may measure themselves, or ask their parents to, and determine by the chart the bicycle wheel size that is best for them.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

5. Give each student a copy of the improperly fitted bicyclist to color. They should label the picture "IMPROPER FIT." Students may then draw in background, showing him going to the store to get a bike the right size, if desired. Students make up stories about him going to the store for a bicycle the right size, giving the bike to a younger brother or sister, etc. They then take their pictures home and tell parents about proper bicycle fit.

6. Have students draw and color a picture of themselves sitting on properly fitted bicycles.

7. Read this poem to the students, or have them copy it from the chalkboard or overhead as a language lesson with rhyming words.

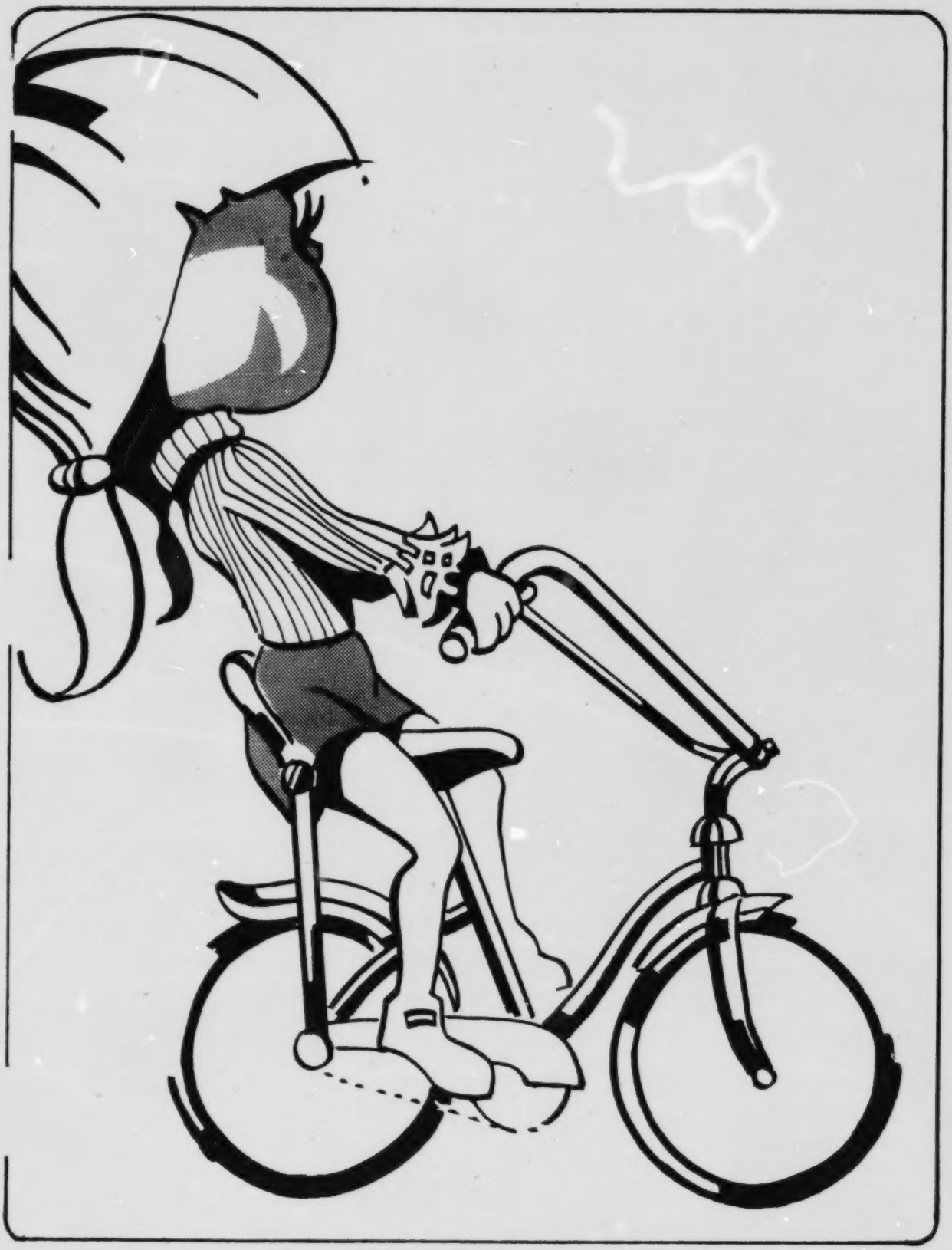
There once was a little boy.
Who thought a bicycle was only a _____. *(toy)*
He raised his handlebars very high.
He lost control and started to _____. *(fly, cry, sigh)*
He then took the handlebars and made them very low.
"Now for the other boys, I've something to _____. *(show)*
And another accident he soon _____. *(found)*
In the middle he placed the handlebars.
Now he is safe; he can avoid all the _____. *(cars)*

SUMMARY

Remind the students that it is much easier and safer to ride a bicycle that fits them properly, and that proper balance is very important to safe riding. Ask students what needs to fit them on a bicycle. (Frame, seat, handlebars.) What do they need to do to balance a bike properly while riding? (Key Point No. 3)

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment item. Have students circle the picture of the bicycle rider who is on the right size bicycle and is properly balanced (who has proper posture, feet correctly on pedals, and both hands on handle grips). Collect the assessments, complete the assessment checklist, and give help to those students needing further instruction.



PROPER SIZE

When the rider sits on the saddle with the ball of one foot on the low pedal and grasps the handlebars as though riding, the following should be noted:

A. The leg with foot on the low pedal is bent slightly at the knee when the ball of the foot is pressing on the pedal.

B. The seat is parallel to the ground.

C. The upper part of the body is inclined slightly forward.

D. The handlebar grips are at right angles to the handlebar stem.

Remember there are two questions you need to answer when you select your bicycle.

1. How am I going to use the bicycle?
2. Which is the right sized bicycle for me?

Dear Parents,

Many children in your child's age group want to learn to ride a bicycle. There is no way to eliminate all the risks involved in driving any two-wheeled vehicle. However, selecting a bicycle to fit the child in size and ability, and assisting him in learning to ride in a safe learning area can help prevent accidents.

Purchasing a bike that is too big, or allowing a youngster to share a bike that fits a taller brother or sister, can increase the chance of accidents. The fact that instability of the bicyclist is increased with improper fit and a young child has not yet developed proficient motor coordination combines for a very hazardous combination. Please impress upon your child that when a bicycle is ridden in traffic it is not a toy.

PROPER BICYCLE FIT

As a beginning bicycle driver your child's toes should be able to reach the ground from a seated position without having to lean the bike.

To determine proper wheel and frame size, measure the leg length of the child from crotch to floor (in stocking feet) and match with wheel size on the chart below. A general rule of thumb for bicycle fit is as follows: ages 3-5, a 16-inch bicycle; 6-10, a 20-24-inch bicycle; and 11 and over, a 26-inch bicycle.

Size of bicycle for average child:

Leg Length	Age	Frame	Wheel Size
16-21	3-5		16"
20-25	6-10		20"
26-28	8-10	17-19	20-24"
28 & over	11 & over	19-26	26-27"

PROPER ADJUSTMENT

The seat should be no higher than the top of a child's hip. Handle bar grips should be approximately the same height as the seat but never higher than the rider's shoulders on any bike, and positioned for comfortable turning.

The only bicycle for two riders is the bicycle built for two.

PROPER BALANCING PROCEDURE

Proper balancing can be learned by having an adult grip the bicycle from behind and steady it while the child mounts and places both feet on the pedals. The child then practices the following steps in learning to ride a bicycle.

1. To get on, lean the bike slightly toward you and put your leg over the opposite side.

2. Sit on the seat and assume the proper riding position: Body bent very slightly forward, soles of the feet on the pedals, hands firmly on the handle grips.

3. Start to pedal as an adult steadies the bike.

4. For turning, slow down, lean the bike slightly in the direction of the turn.

5. To stop, brake and slow down, lean your bike gently as you place your foot on the ground to keep from falling. Dismount.

SAFE AREAS

The safest places for children to learn to ride a bicycle are in areas away from traffic or with very little traffic. The back yard, the school playground, a nearby park, or an uncrowded sidewalk are good learning places. Use of training wheels can help your youngster learn to ride quicker and easier. Children learning to ride should be supervised at all times.

BICYCLE TYPES

There are three basic types of bicycle:

1. HIGH-RISE (Sting-Ray, Spider) - mostly for fun riding. Small wheels, high handlebars, long banana seat. Experience is needed for safe handling. Not recommended for bike drivers with less than 3 years experience. If beginners must have one, purchase one with foot brakes and without gears. (Hand squeeze is not strong enough at this age level to operate hand brakes.) Make sure handle bar grips are positioned for comfortable turning, not out too far in front.

2. MIDDLE-WEIGHT - for a soft ride, easier balance. Strong heavy frame, large tires, foot brakes; ability to withstand punishment. Good for beginners.

3. LIGHT-WEIGHT - for the mature rider. Light frame and tires plus three or more speeds make handling easier, more complicated. Experience is needed for safe handling. Keep handlebar grips in line with the rear axel as they are designed that way and it is dangerous to turn the handlebars. (Because this bicycle has handbrakes, and hand size may not be large enough or hand squeeze strong enough, this bicycle is not recommended for young bicyclist.)

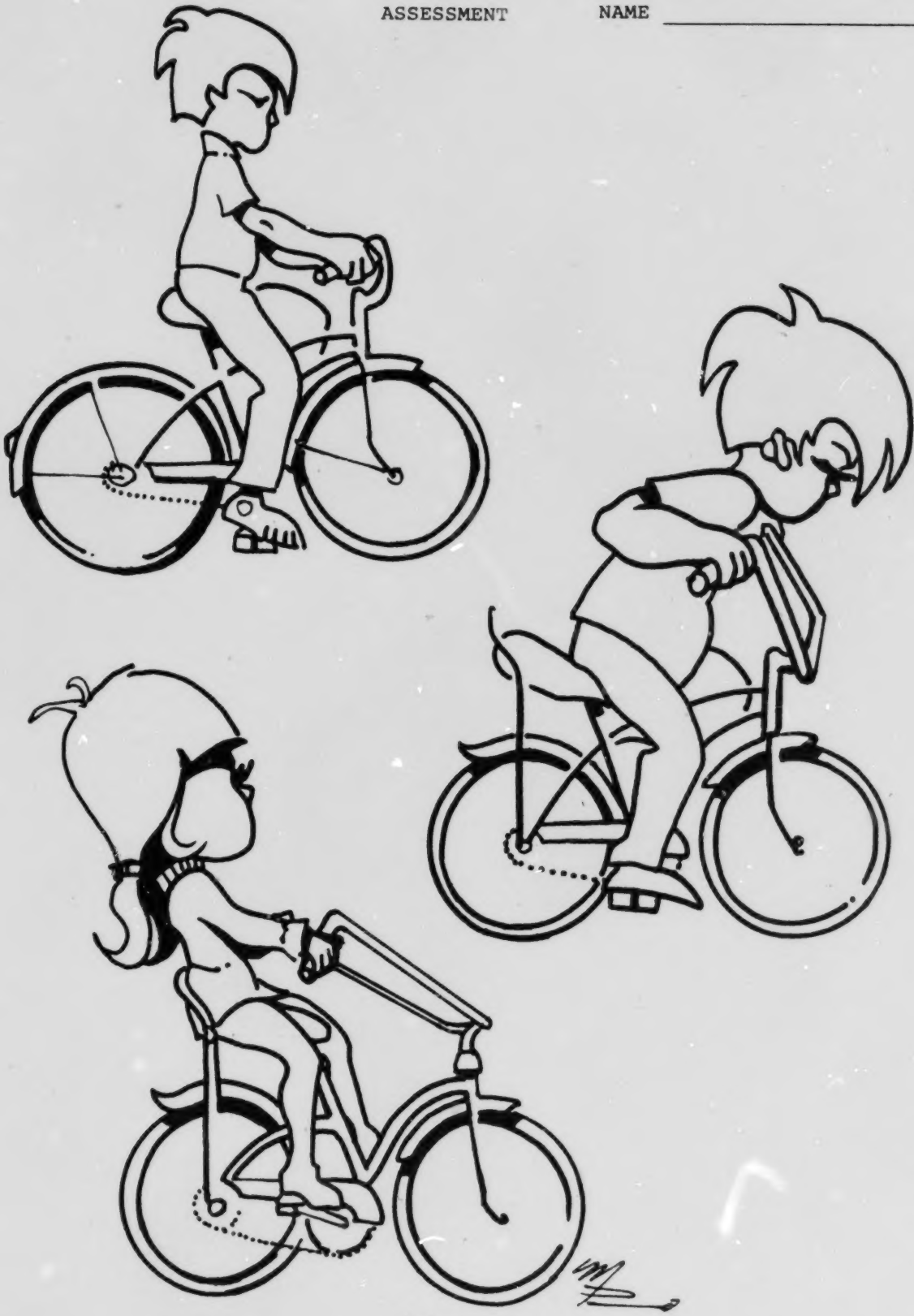
With your help, your child can gain confidence and skill in safe bicycle riding. And the risks of a serious accident will be greatly reduced.

We appreciate your help and coorperation in promoting safe bicycling practices for your children.

_____

Principal or Teacher

ASSESSMENT NAME _____



BICYCLE SAFETY – SECOND GRADE

LESSON THREE

"A PROPERLY EQUIPPED BICYCLE"

OBJECTIVE THREE

Given an example of a bicycle with missing or broken safety equipment, the student will identify the parts needing replacement or repair.

KEY POINTS

Every properly equipped bicycle must have:

- A seat that is tight.
- Brakes that can skid your tires (wheels).
- Handlebars that are tight and adjusted.
- Handlebar grips or wrappings.
- Two good pedals.
- White headlight, if ridden at night.
- Reflectors on the rear, and the pedals, wheels, spokes of bicycle.
- Horn or bell.

MATERIALS NEEDED

Pictures or transparencies of properly and improperly equipped bicycles and related information pamphlets. (Activity 1)

Enough copies of the letter to parents and "Safety Check" for each child's parents. (Activity 2)

A bicycle outline, either transparency or chalk drawing. (Activity 5)

One transparency or enough copies of "Equipment Scramble" for each student. (Activity 6)

Enough copies of the assessment exercise for each student.

Additional Resource Material

"Operation of Bicycles and Play Vehicles"

"Bike Book of Rules for Safe Riding"

Pamphlets free from:

Arizona Department of Transportation
Office of Highway Safety
1655 West Jackson Street
Phoenix, Arizona 85007
Tel: 602-261-7692

Board of Directors
Travelers Protective Association
3755 Lindell Boulevard
St. Louis, Missouri 63108

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Explain to the students that a bicycle must have a seat that is tight for every rider, a brake that works, and if operated at night, it must have a white light on the front and a red reflector on the rear. (Show the picture of the fully equipped bicycle.)

   a. Have the students write down (or name) all of the equipment they have on their bikes that makes them safe to ride. Review parts names, if necessary.

   b. Ask the students why the following equipment is needed for safe bicycling. "What might happen if . . . (e.g., the seat isn't tight?)?"

      - A seat that is tight.
      - Brakes that skid your tires (wheels).
      - Handlebars that are tight and adjusted.
      - Handlebar grips or wrappings.
      - Two good pedals.
      - White headlight, if ridden at night.
      - Horn or bell.

   Ask if they have any other equipment on their bikes to make them more safe. (Reflector tape, chain guard, flag, etc.)

   Show the pictures of improperly equipped bicycles and ask how they can be made safer.

2. Take-home. Sign the letter to parents and send it and "Safety Check Your Bike" home with each student. Ask students to return the completed checklist with their parent's signature.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Take the students out to the bicycle storage area and have them locate the safety equipment on the bicycles.

4. Have the students design (draw) a model of the safest bicycle they would like to win.

5. Game. Have students write down the parts of the bicycle on pieces of paper and put them in a box. Each student draws a piece of paper from the box, reads what it says, then tells what function (purpose) it serves on a bicycle. He may then point out where it is located on a big outline of a bicycle (use either the transparency or a drawing on the board).

6. Bicycle Equipment Scramble. Put the word puzzle on the blackboard, make a transparency, or give each child a copy. It is best to find the answers in a group activity.

7. Teach students the song (also K-I lessons) "Before You Ride Your Bike." Add creative dramatics, if desired.

Before You Ride Your Bike

(Tune: If You're Happy and You Know It, Clap Your Hands)

Before you ride your bike, check your *wheels* (clap, clap)
Before you ride your bike, check your *wheels* (clap, clap)
Before you ride your bike, before you ride your bike,
Before you ride your bike, check your *wheels* (clap, clap)

Repeat, substituting the other parts for the word "wheels"—tires, pedals, spokes, brakes, etc.

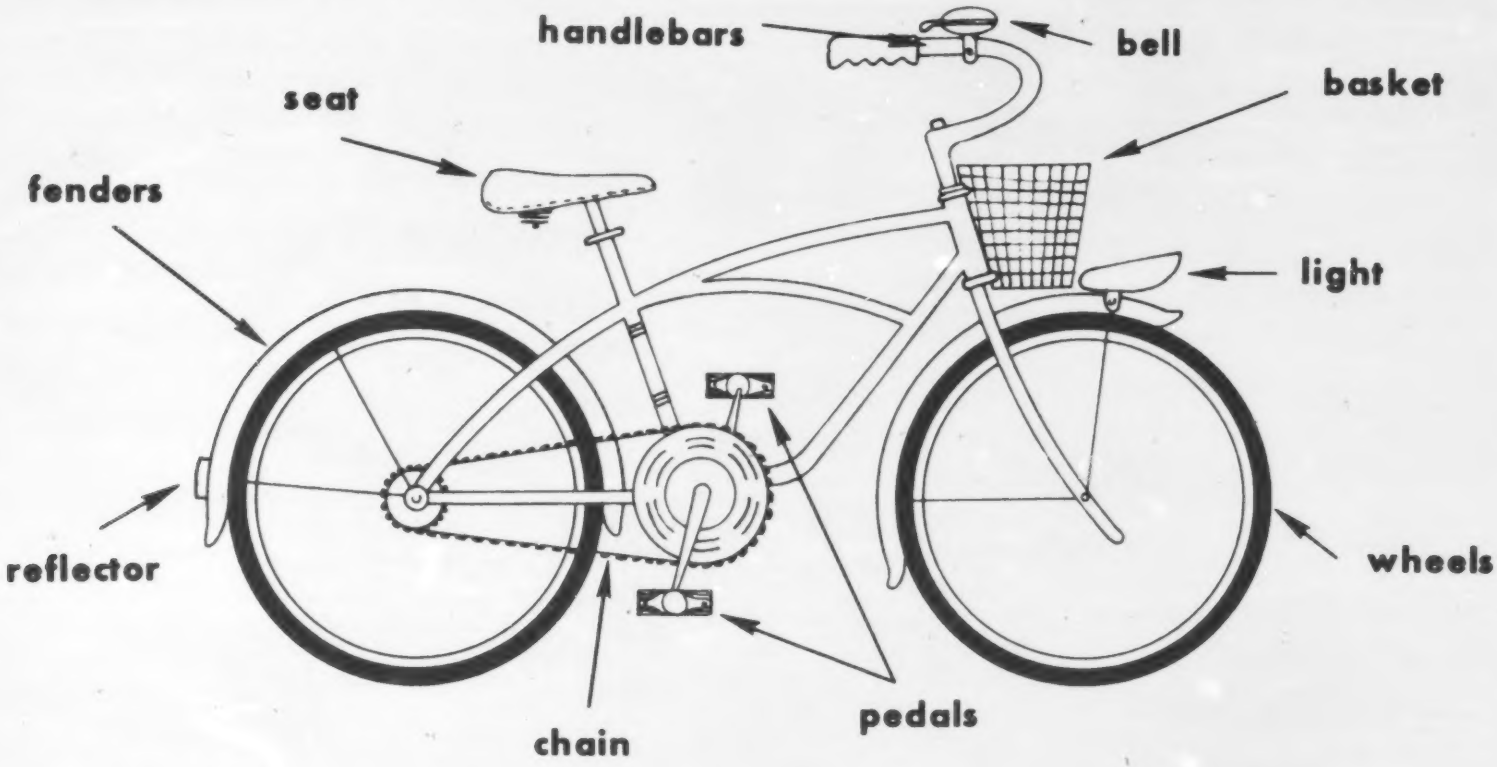
SUMMARY

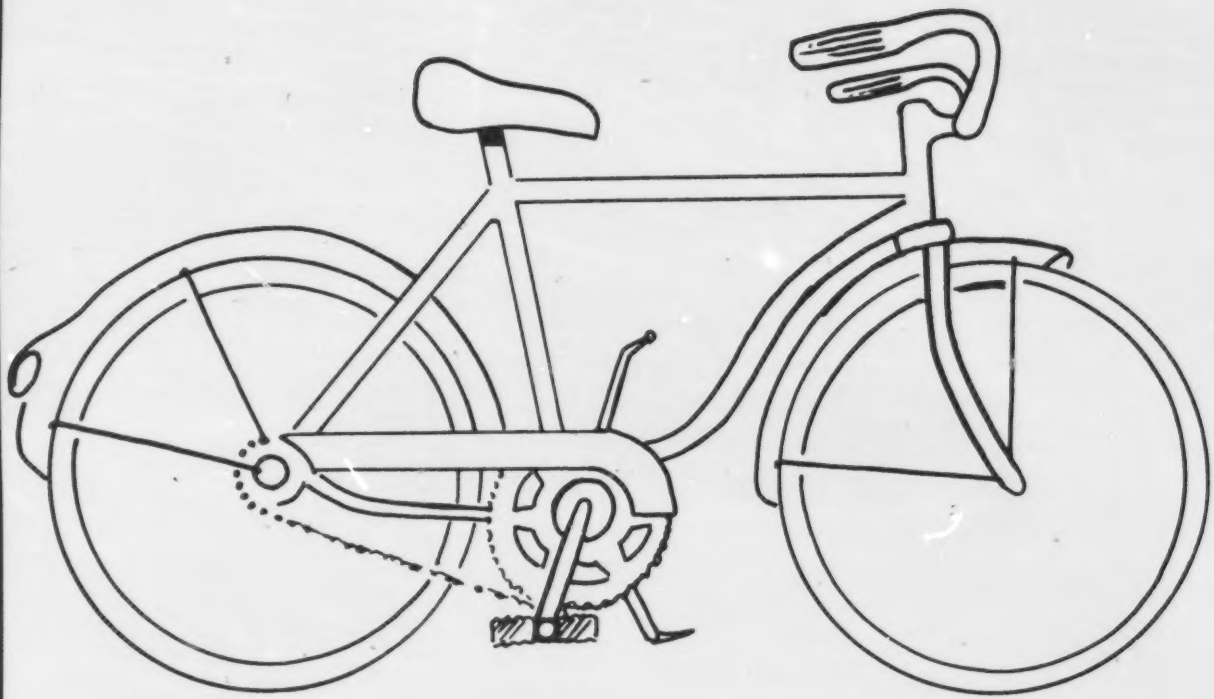
Remind students of the parts a properly equipped bicycle must have (in Key Points).

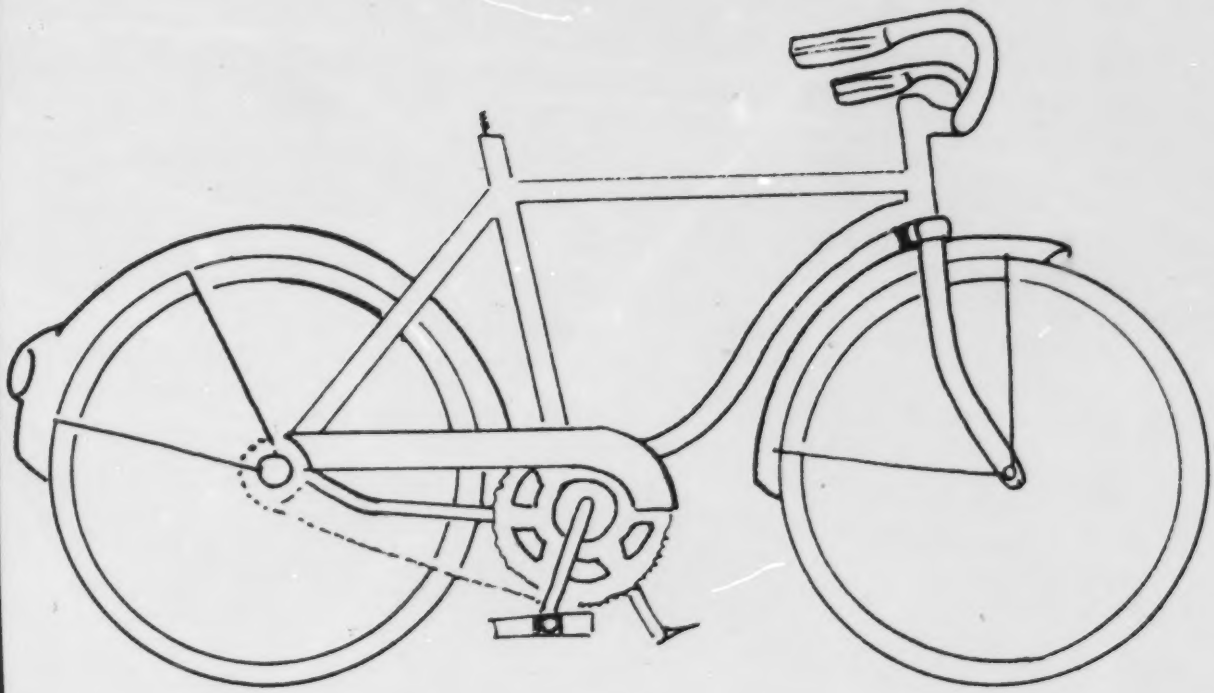
ASSESSMENT PROCEDURE (OPTIONAL)

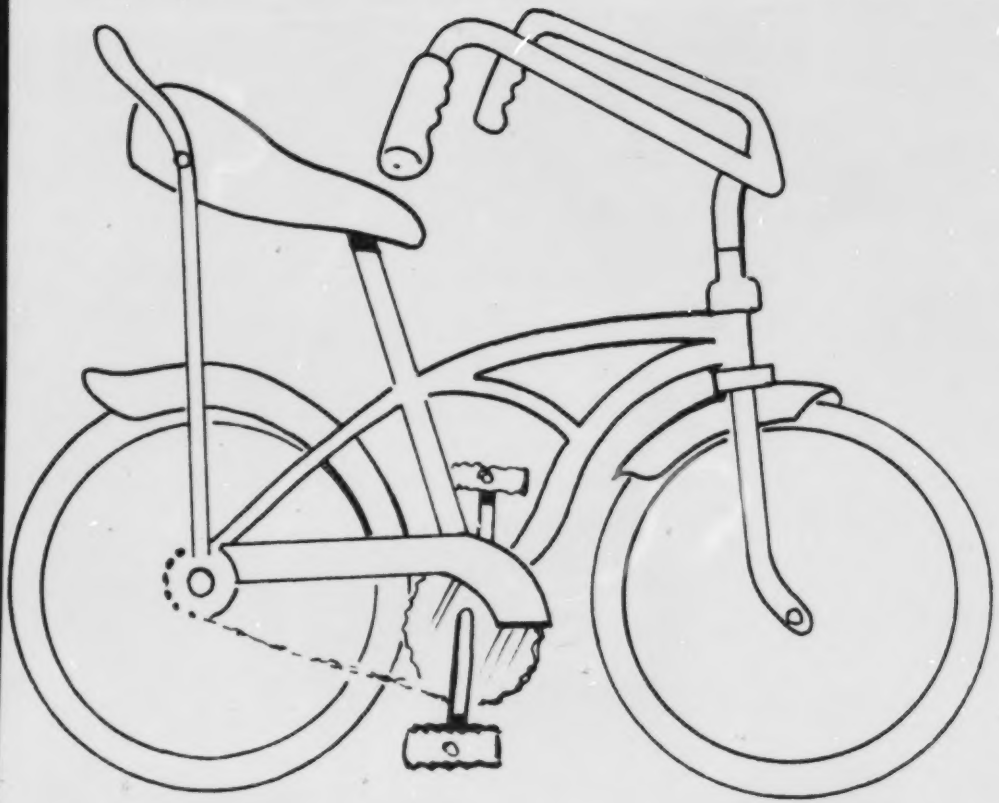
Give each student a copy of the assessment exercise. Instruct them to put an "X" over each broken part or the place where a part is missing. (At least six parts should be identified.) They may write the names of these parts, if desired. Collect the exercises and complete the assessment checklist.

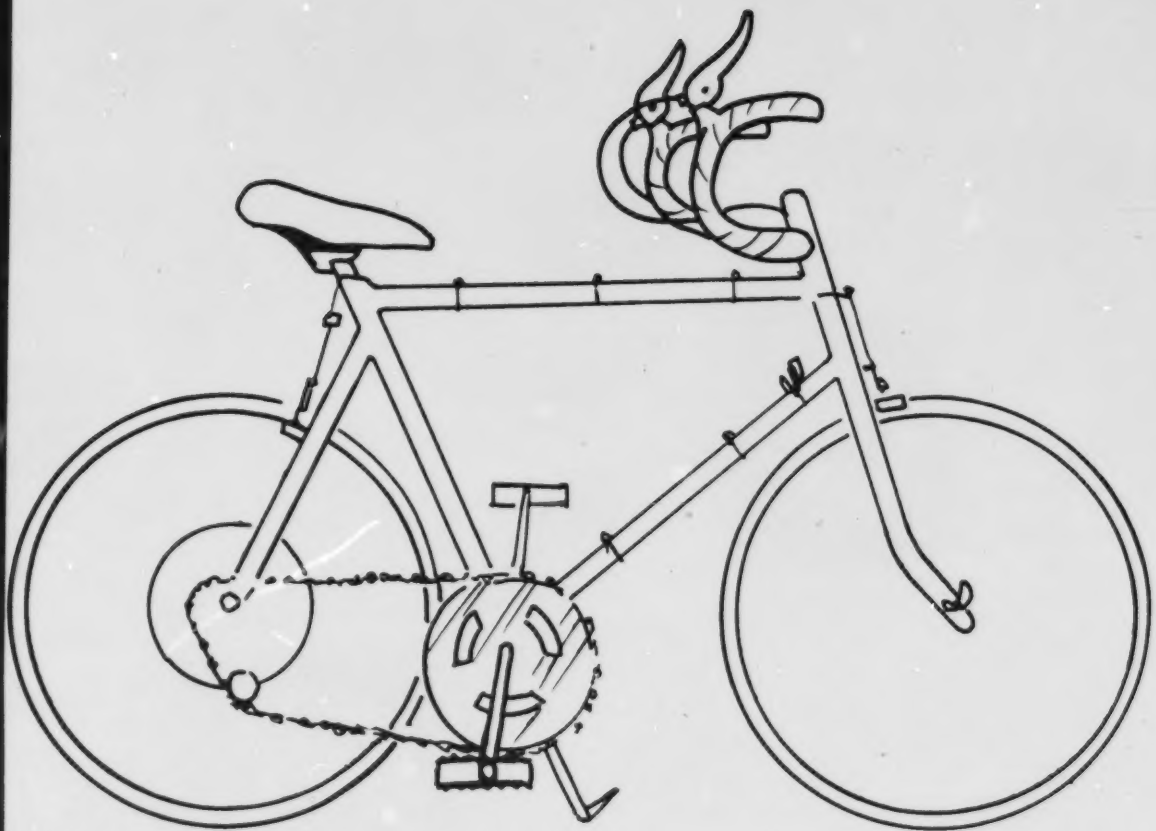
Here is a fully equipped bicycle with all the parts and accessories labeled.

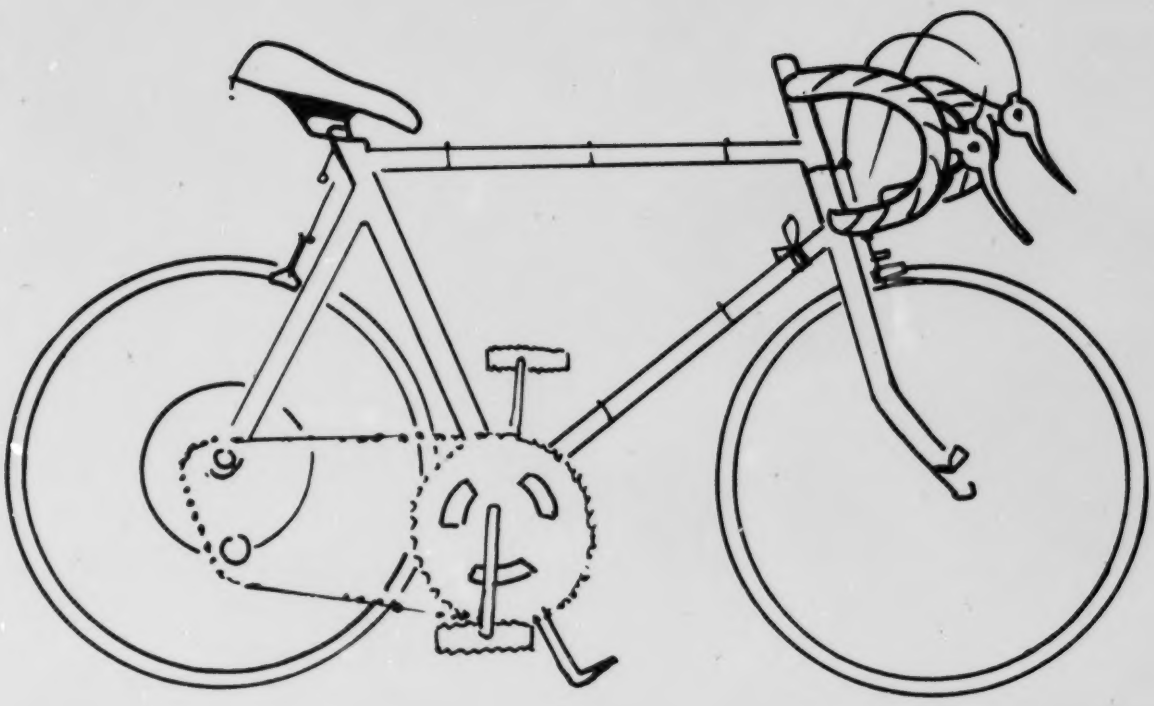












Dear Parent,

Your child has been learning about bicycle safety practices and proper care of his or her bicycle. To encourage proper maintenance, please safety check your child's bicycle with him/her, using the enclosed checklist.

On the checklist, put an "X" by those parts in good repair and an "O" by parts missing or in need of repair. Please make necessary repairs as soon as possible. Sign the completed checklist and return it with your child.

We appreciate your help and hope that with a cooperative effort between our school and parents we can promote bicycle safety and prevent serious accidents.

Thank you for your interest and support.

Sincerely,

_____
(Teacher)

DIRECTIONS:

PUT AN "X" BY THOSE PARTS IN GOOD REPAIR, AND AN "O" BY PARTS MISSING OR IN NEED OF REPAIR.

RETURN TO TEACHER.

SAFETY CHECK YOUR BIKE

1. _____ **WHEELS**
   Are they straight?
   Do they wobble?

2. _____ **SPOKES**
   Are any bent or broken?
   Are any loose?

3. _____ **TIRES**
   Do they feel firm?
   Are they wearing out?
   Is the tread clean?

4. _____ **PEDALS**
   Are they wearing out?

5. _____ **CHAIN WHEEL (OR SPROCKET)**
   Is it bent or damaged?

6. _____ **CHAIN**
   Is it snug?
   Are there any broken or damaged links?

7. _____ **BRAKES (COASTER OR HAND)**
   Do they stop bike fast and smoothly?

8. _____ **FRAME, FENDER, FORK**
   Are they straight?
   Do they rub any other part of the bike?
   Are the nuts and bolts tight?

9. _____ **CHAIN GUARD**
   Is it bent?

10. _____ **SEAT (OR SADDLE)**
    Is it tight?
    Is the height comfortable for you?
    Is it level with the ground?

11. _____ **HANDLEBARS**
    Are they tight?
    Is the height comfortable for you?
    Are handgrips tight?

12. _____ **BELL OR HORN**
    Does it sound loud and clear?

13. _____ **FRONT LIGHT**
    Can it be seen from 500 feet away?

14. _____ **REFLECTORS**
    Are they clean?
    Can they be seen from 300 feet?

_____
Child's name

_____
Parent Signature

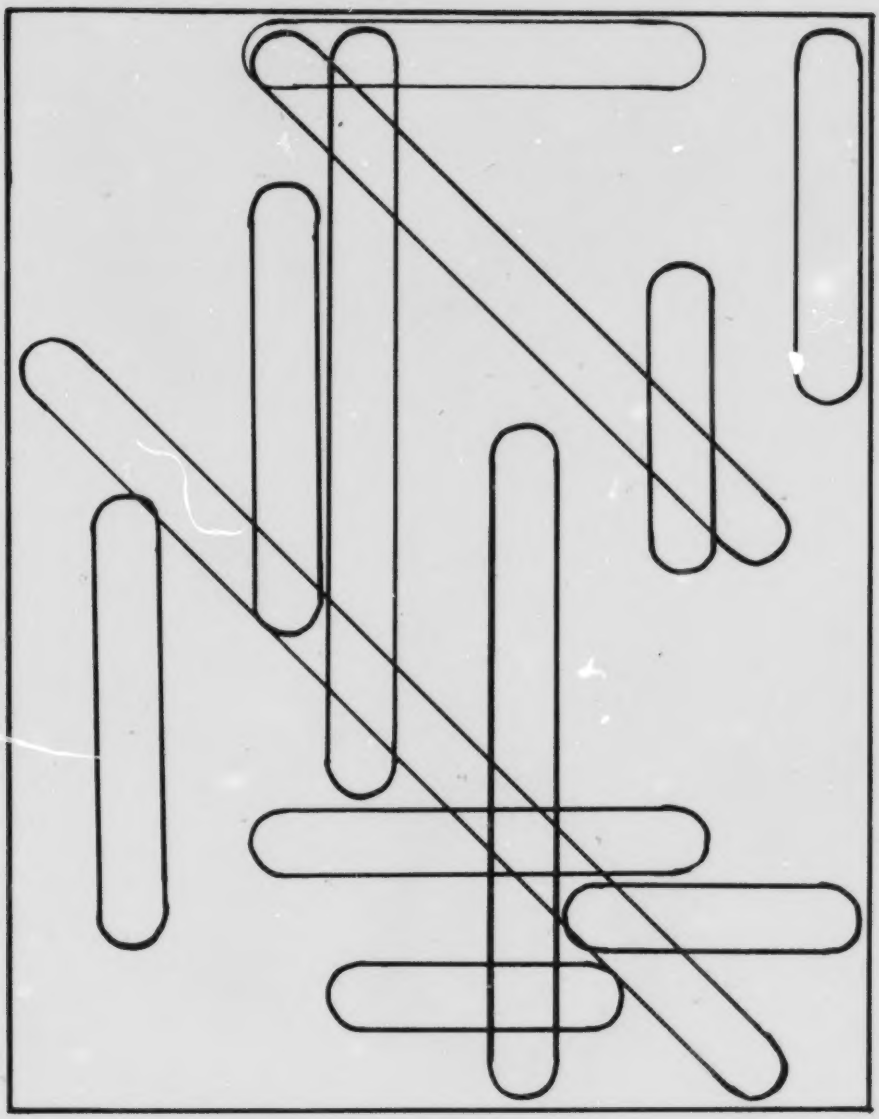
Date _____

BICYCLE EQUIPMENT SCRAMBLE

O	H	H	E	H	K	M	O	Q	S	U
C	E	A	S	E	A	T	V	X	Z	T
H	O	R	N	A	O	P	Q	R	W	Z
O	P	P	E	D	A	L	S	L	H	K
F	G	H	I	L	L	R	J	K	E	L
I	J	I	H	I	G	E	F	E	E	D
Z	Y	X	W	G	V	F	B	U	L	K
S	F	B	P	H	A	L	R	A	S	O
T	O	E	N	T	L	E	A	M	R	S
C	G	L	N	E	D	C	K	C	B	S
H	M	L	O	D	U	T	E	R	S	T
A	B	C	D	E	E	O	S	F	G	H
I	I	J	K	L	M	R	N	O	P	Q
N	R	G	R	I	P	S	S	S	T	U

BELL
BRAKES
CHAIN
FENDERS
GRIPS
HANDLEBARS
HEADLIGHT
HORN
PEDALS
REFLECTORS
SEAT
WHEELS

FIND THE BICYCLE EQUIPMENT LISTED. WORDS GO LEFT TO RIGHT, DOWN AND DIAGONALLY.



ASSESSMENT NAME _____

ASSESSMENT - LESSON THREE

BROKEN OR MISSING PARTS TO BE CIRCLED:

worn seat	low tire (rear)
loose chain	worn tire (front)
worn handlegrip (left)	bent rim (front)
missing handlegrip (right)	bent spokes (front)
bent handlebar (right)	missing foot pedal (right)
missing chain guard	missing fender (rear)

BICYCLE SAFETY – SECOND GRADE

LESSON FOUR

"BRAKES AND BICYCLES"

OBJECTIVE FOUR

Given a bicycle or a picture of a bicycle, the student will locate the mechanism used to operate the brake system and identify the part of the body used to operate it.

KEY POINTS

1. Brakes should stop the bicycle smoothly and quickly.
2. There are two types of brakes on bicycles:

   The coaster brake—foot operated.

   The hand brake or caliper brake—hand operated.
3. Know the type of brakes the bicycle has before you ride. Check brakes before you ride.

NOTE: Hand brakes take more coordination. A child being confused about which hand works which brake could cause an accident. Also, hand squeeze often may not be strong enough and hand size not large enough at this age level to operate hand brakes efficiently.

MATERIALS NEEDED

Pictures accompanying this lesson. (Activity 1)

Two bicycles: one with a foot-operated brake, and one with hand-operated brakes. (Activity 2)

Situation stories accompanying this lesson. (Activity 3)

Enough copies of the two-page worksheet for each student. (Activity 6)

Enough copies of the boy bicyclist for each student to color. (Activity 7)

Additional Resource Material

Filmstrips: "Bike Behavior," from *Little Citizen Series*, C 105-4. "Safety Stories–Street Safety," 7644 C-31.

For information, write:

Cathedral Films, Inc.
2921 West Alameda Avenue
Burbank, California 91505

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Begin discussion by asking questions like the following:

   a. Do you think it is important to be able to stop a bike when riding? Why?

   b. What part on the bicycle stops it?

   c. What kind of brakes do you have on your bike?

   d. What kind of brakes do others in your family have?

   e. How do you operate them (foot, hand)?

   Show the picture of "Bicycle Brakes." Continue discussion, keeping in mind that hand brakes take greater coordination. In using hand-operated brakes the rear brake should be applied first and then the front brake.

   f. How does a hand brake differ from a foot brake?

   g. What happens if you use the front wheel brake too hard? (Bike and rider may pitch forward.)

   h. What can happen if you use the front wheel brake by itself? (Bike and rider can pitch over forward.)

2. Take students outside to bicycle area or bring bikes with the two brake types into the classroom (if going outside poses a problem). Have students identify and locate the two types of brakes found on bicycles.

   Have two students demonstrate how to use each type of braking system, using their bikes. You may repeat this with other students.

3. Read the situation stories, asking the Decision Time questions.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Have two students act out being two bicycles, one with good brakes and one with bad or broken brakes. They converse with each other about the care their owners give them, and how their owners operate them.

5. Have students draw pictures of people with bicycles that have bad brakes, showing what happens when brakes fail.

6. Give each student a copy of the two-page worksheet about brakes. Read the questions to the students for oral response and discussion. Pictures may be colored during assessment procedure.

   Possible answers to the questions are:

   (1) Trying to stop. Hand brakes, Foot brakes. Foot, or hand.

   (2) Hand brakes (caliper). Foot brakes (coaster).

   (3) Hand brake or caliper brake. We work a hand brake, or caliper brake, by squeezing the brake for the back wheel (right hand), then for the front wheel (left hand).

   (4) A foot brake or coaster brake. We push back on the bike pedal to stop.

   (5) (Individual responses)

   (6) Yes – 3 to 10 speeds usually.

7. Give each student a copy of the boy bicyclist to color during assessment procedure.

SUMMARY

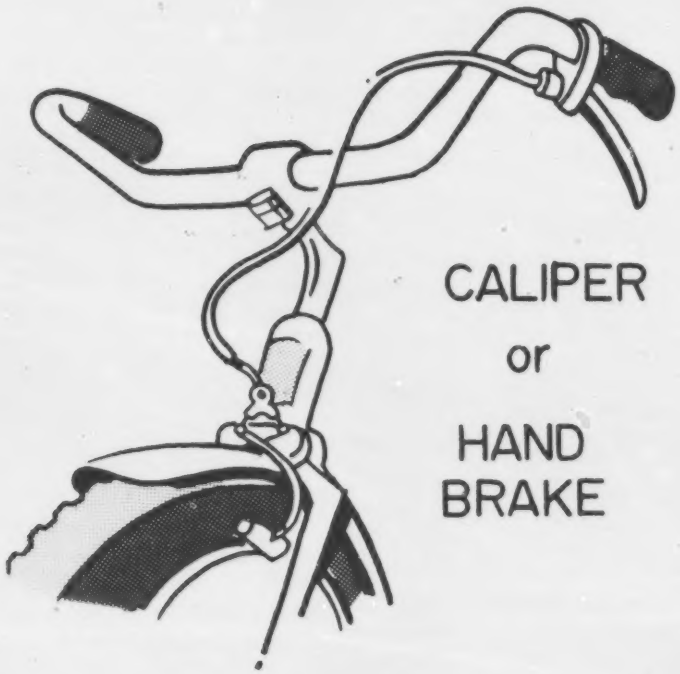
Remind the students that it is important to know what type of brake their bicycle has and how to stop quickly and safely.

ASSESSMENT PROCEDURE (OPTIONAL)

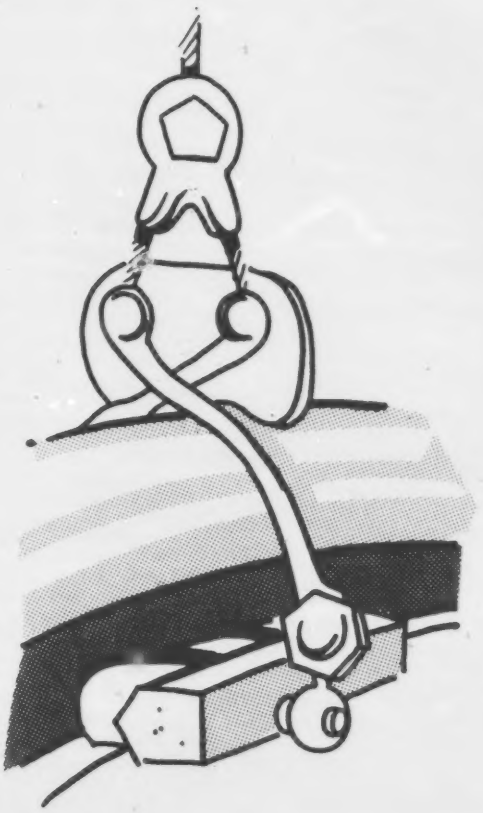
Give each student a copy of the assessment exercise. Instruct them to circle the mechanism used to apply brake and stop each of the bicycles, then draw a line from the part of the body you use to apply the brake to the proper bike.

If you prefer using the bicycles you have brought into your classroom, ask each student to locate and operate the brakes on each of the bicycles. Complete the assessment checklist and give aid to students needing further instruction.

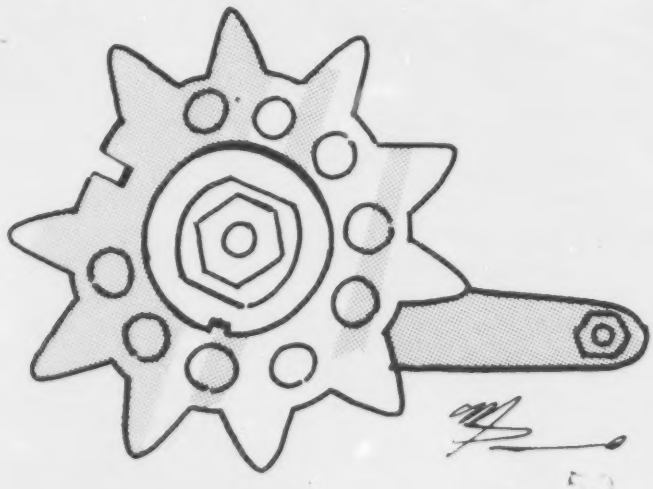
BICYCLE BRAKE

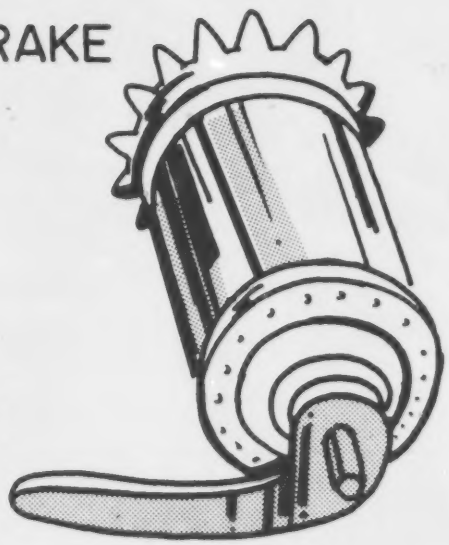


CALIPER
or
HAND
BRAKE



COASTER or FOOT BRAKE





SITUATIONS FOR DISCUSSION II

SITUATION 1:

Johnny just had his bicycle coaster brakes repaired. He is riding down a narrow street. A car suddenly backs out of a driveway and into his path. Johnny knows the driver might not see him.

1. What should Johnny do? What can he do?

2. What would you do in a situation like this?

Johnny saw the car in time to put on his brakes and stop out of the way of the car.

3. Has anything like this ever happened to you? Tell us about it.

SITUATION 2:

Philip owns a middleweight bicycle with foot-operated coaster brakes. Today he borrowed Mike's 3-speed lightweight with hand-operated brakes. He rides fast down the sidewalk and turns quickly into the driveway of his house. Philip pushes back on the foot pedal and suddenly realizes he must use the hand brakes. He is almost up to the front of his house.

1. What will Philip do? What can he do?

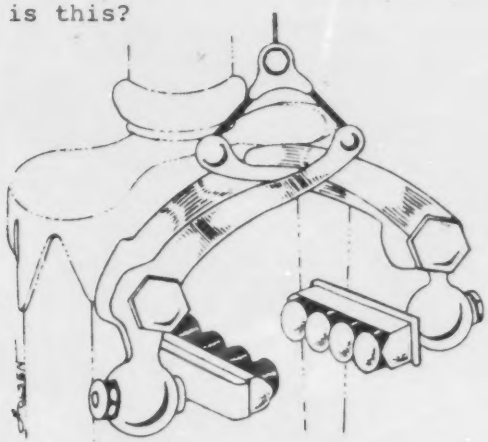
2. What would you do in a situation like this?

Philip doesn't know how to use the hand brakes well. He quickly pressed the hand brakes, and turned his wheel to avoid running into the house. But he was too late. He lost control and skidded sideways into the house.

3. How could this situation have been prevented? (Maybe he shouldn't have ridden the bike. He should have practiced stopping several times before riding.)

WORKSHEET

1. What are the mice trying to do in the picture?_____
   One is using his _____.
   The other is using his _____.
   When you try to stop your bike, what part of the body do you use? _____
2. Do you know there are two different kinds of brakes? Write their names.
   1.
   2.
3. Which kind of brake is this?



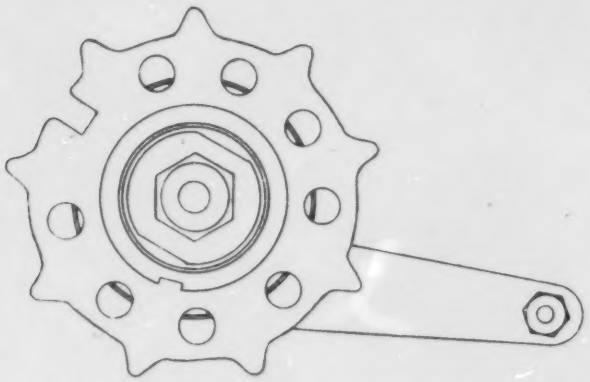
Most people call this brake a handbrake. It is also called a caliper brake. How do you make it work?_____
_____

POSSIBLE ANSWERS TO WORKSHEET QUESTIONS ARE:

1. Trying to stop. Hand brakes, Foot brakes. Foot or hand.
2. Hand brakes (caliper). Foot brakes (coaster).
3. Hand brake or caliper brake. We work a hand brake, or caliper brake by squeezing the brake for the back wheel (right hand) then for the front wheel (left hand).
4. A foot brake or coaster brake. We push back on the bike pedal to stop.
5. (Individual responses)
6. Yes - 3 to 10 speeds usually.

4. What kind of brake is this?_____

   How do you make it work?_____



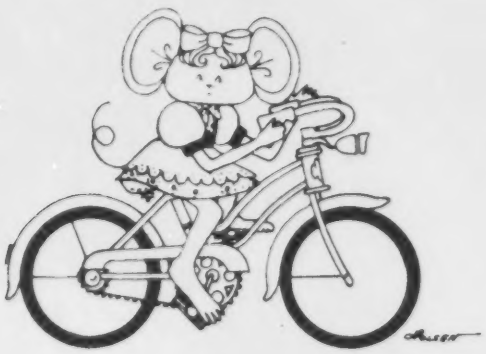
This kind of brake is called a coaster brake. Some people call it a footbrake.

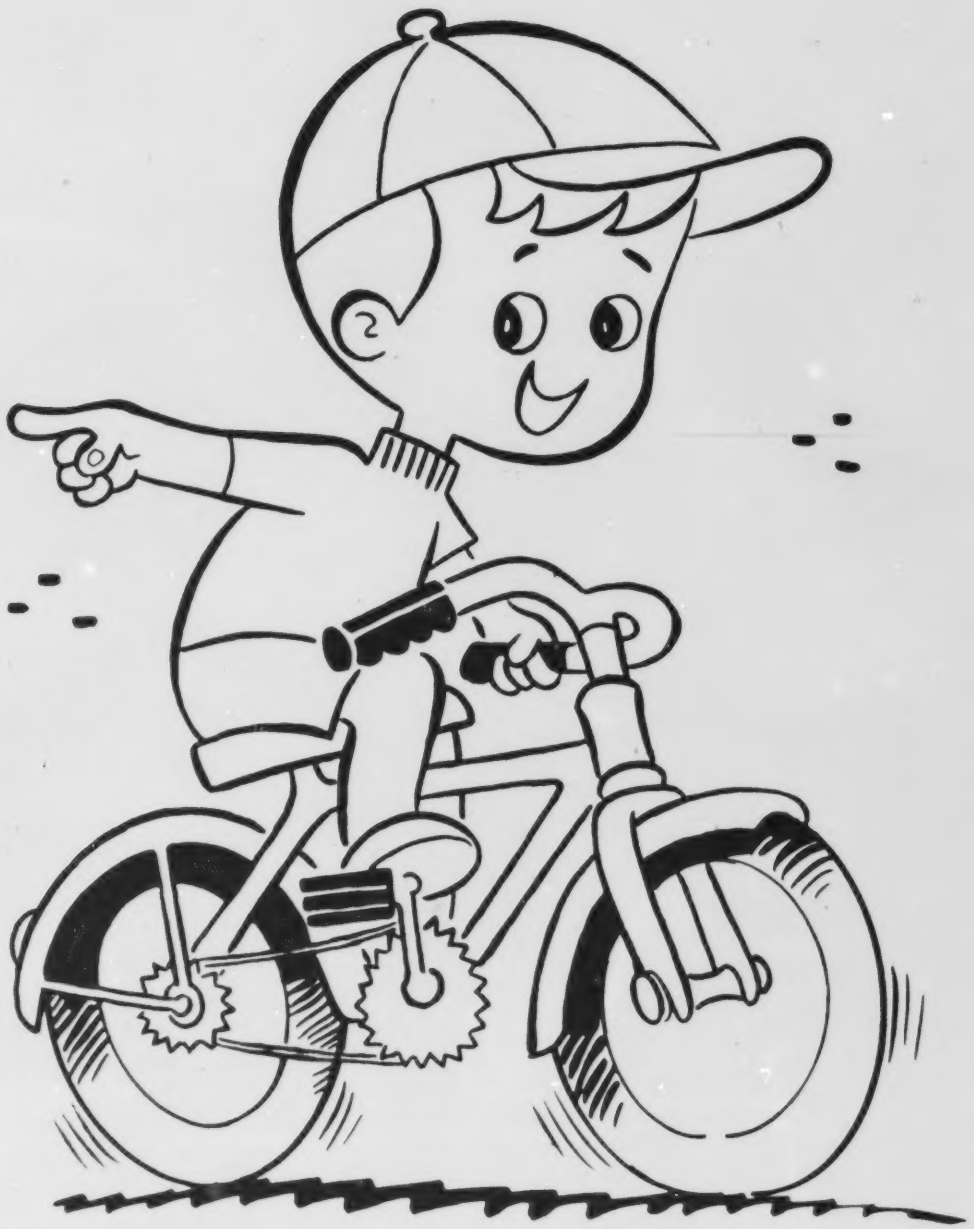
5. What kind of brakes do you have?_____

6. If you said caliper or handbrakes, do you have more than one speed on your bike? [ ] Yes [ ] No How many?_____

   Most bikes with more than one speed have hand or caliper brakes.

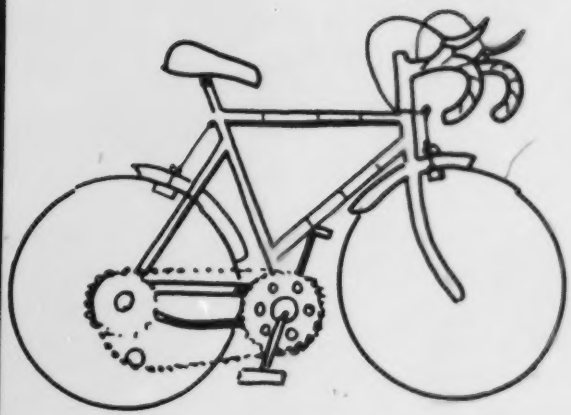
   If you said footbrake or coaster brake you probably only have one speed.

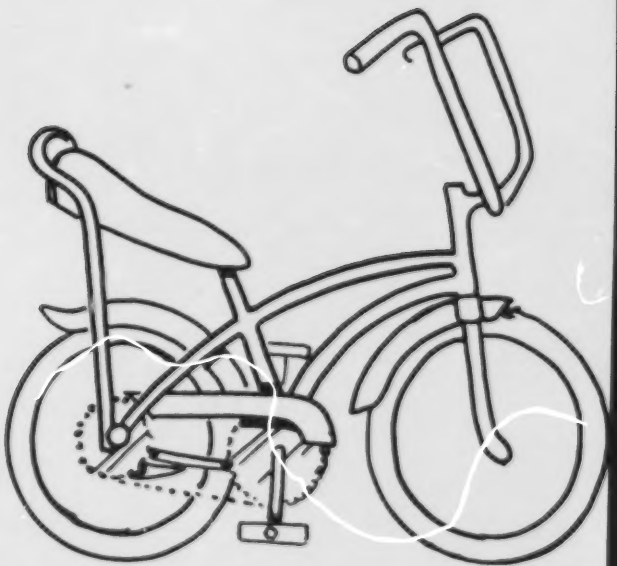




ASSESSMENT

NAME _____





BICYCLE SAFETY – SECOND GRADE

LESSON FIVE

"WHERE YOU SHOULD LEARN TO RIDE YOUR BICYCLE"

OBJECTIVE FIVE

Given examples of safe and unsafe riding areas, the student will identify those areas that are safe to use for learning to ride a bicycle.

KEY POINTS

1. It is best NOT to ride in places where motor vehicles (cars, buses, trucks, motorcycles) travel.
2. When learning to ride a bicycle it is best to:

   Ride in your back yard or front yard.

   Ride on playgrounds.

   Ride on uncrowded sidewalks in your neighborhood.

   Ride on an open area away from traffic.
3. When riding on a sidewalk, keep to the right, and be alert for pedestrians.

NOTE: Check local laws about riding on the sidewalk. Some cities encourage small children riding on the sidewalk.

MATERIALS NEEDED

The pictures that accompany this lesson and any you may have collected. (Activity 1)

Drawing paper, pencil, crayons. (Activity 3)

Enough copies of the assessment exercise for each student.

Additional Resource Material

"Bicycle Safety," Walt Disney Study Prints (Set of 9)

For information, write:

Walt Disney Educational Media Co.
800 Sonora Avenue
Glendale, California 91201

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Explain to the students that riding a bicycle is a lot of fun, but when learning to ride, you should not ride in areas where motor vehicles (cars and trucks) travel. People learning to ride a bicycle should practice riding on any open area away from traffic—in back yards, playgrounds, etc.

   Show the students each of the pictures that accompany this lesson (plus any additional pictures you have). Ask the students to tell whether or not it would be a good place to learn to ride a bicycle. Ask them why. Explain that when riding on the sidewalk, they should ride near the *right side* of the sidewalk, and they will have to *be careful* if there are *pedestrians* on the sidewalk.

2. Take students outside to the playground and show them the open space available for learning to ride a bicycle. Ask some of the students to demonstrate how they learned to ride their bikes (the problems in balancing, etc.).

   Then take the students to the nearest street and have them observe the traffic. Ask them if it would be safe to learn to ride their bicycles there.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Have students draw and color pictures of themselves riding their bikes the right way in safe places. If there is time, some students may tell a story about their pictures. These may be put up around the room, or taken home.

4. Ask the students to tell where they ride their bicycles and ask them to explain why it is a safe or unsafe riding area.

5. Teach the students the song, "Learn To Ride."

Learn to Ride
(Tune: "Frere Jacques")

(to be sung straight or as a round)

I

On the sidewalk
On the sidewalk
Learn to ride
On your bike.
I am safer riding there
I am safer riding there
So is Jim, so is Sue.

II

In the backyard
In the backyard
Learn to ride
On your bike.
You'll be safer riding there
And sis and brother, too.

(lines to be sung alternately by two groups)

Group I: On the sidewalk

Group II: In the backyard

Group I: Learn to ride

Group II: On your bike

Group I: I am safer riding there

Group II: You'll be safer riding there

Group I: So is Jim, so is Sue.

Group II: And sis and brother, too.

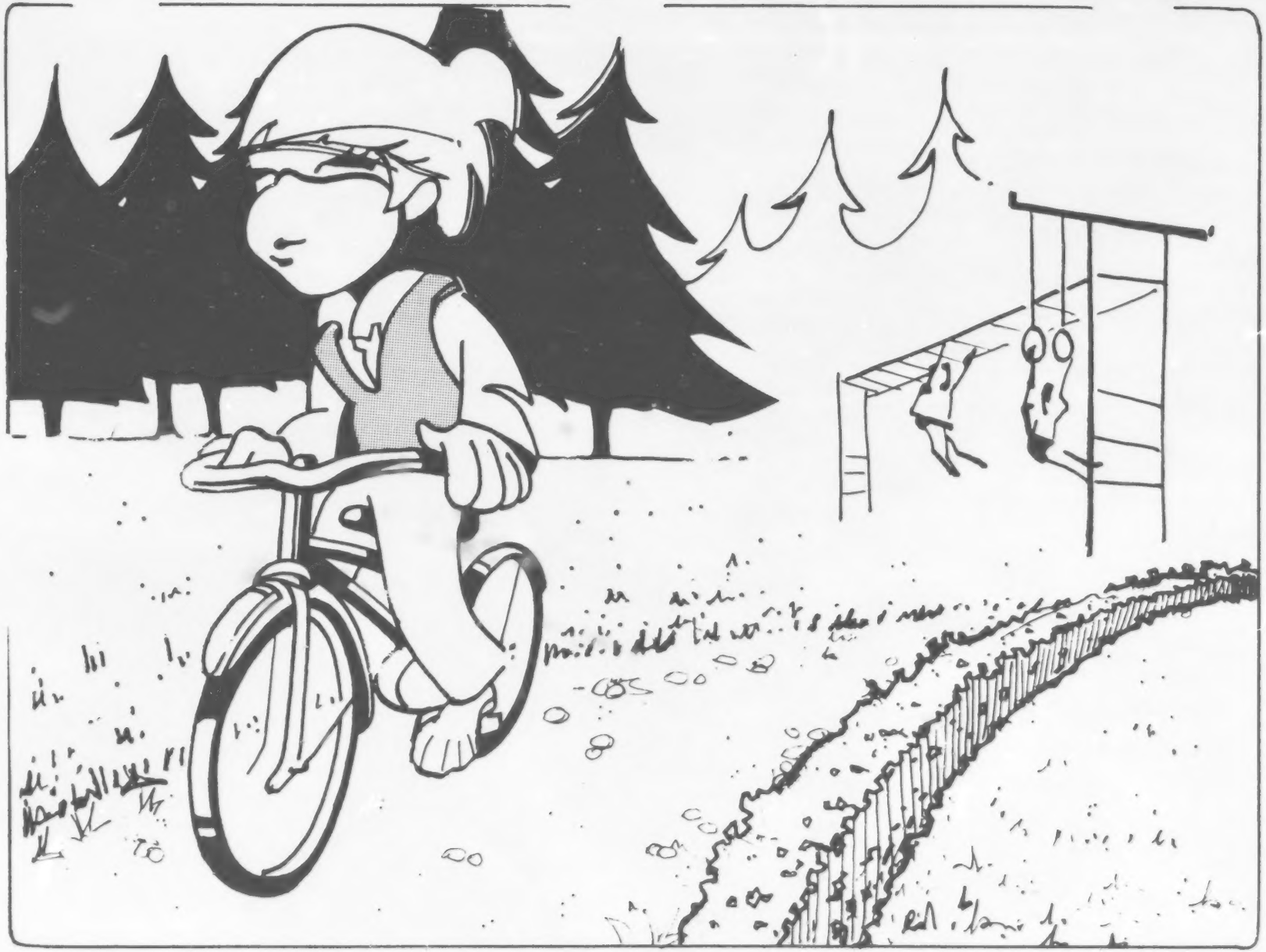
SUMMARY

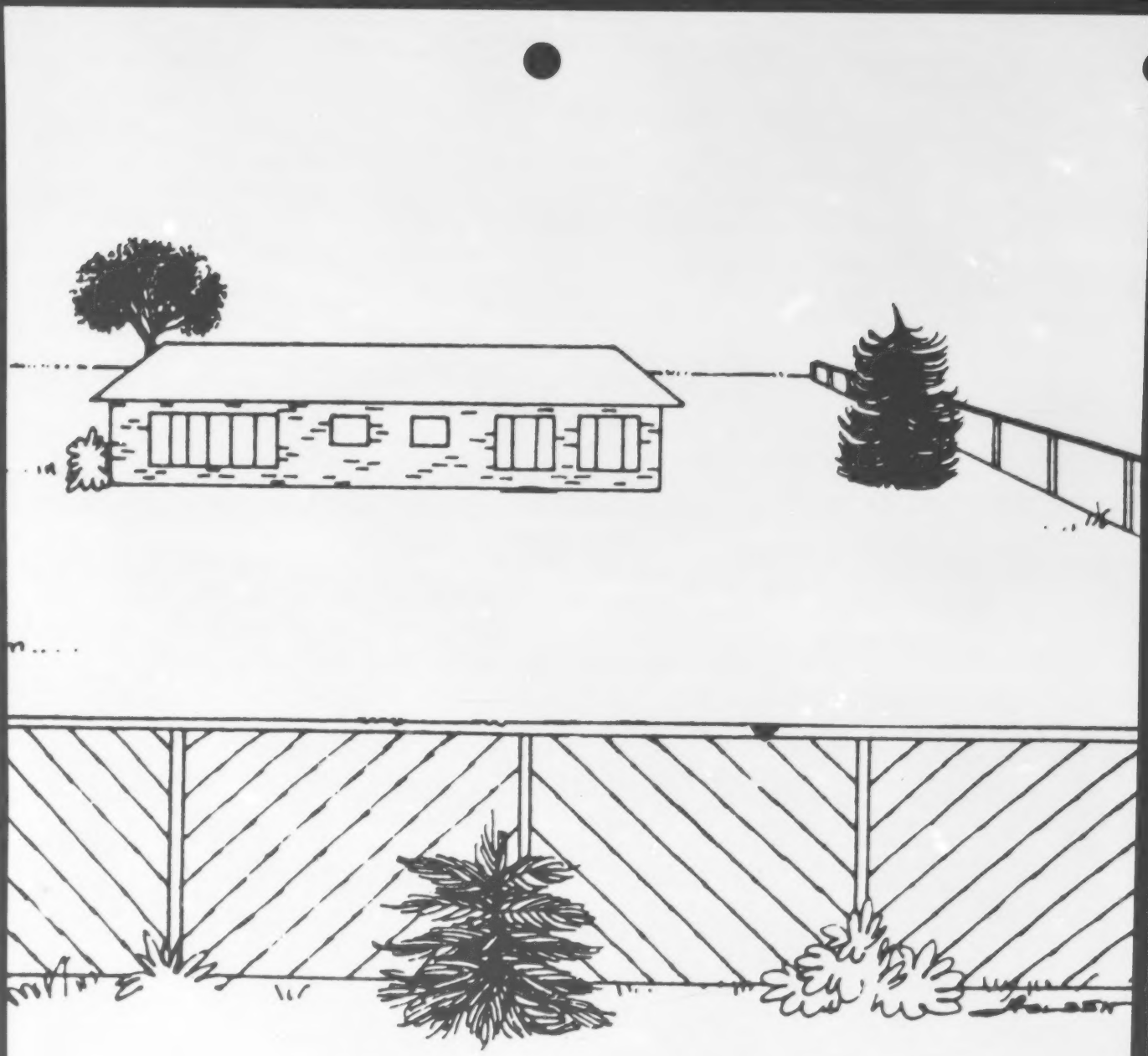
Remind the students that the safest places for young bicyclists to ride are:

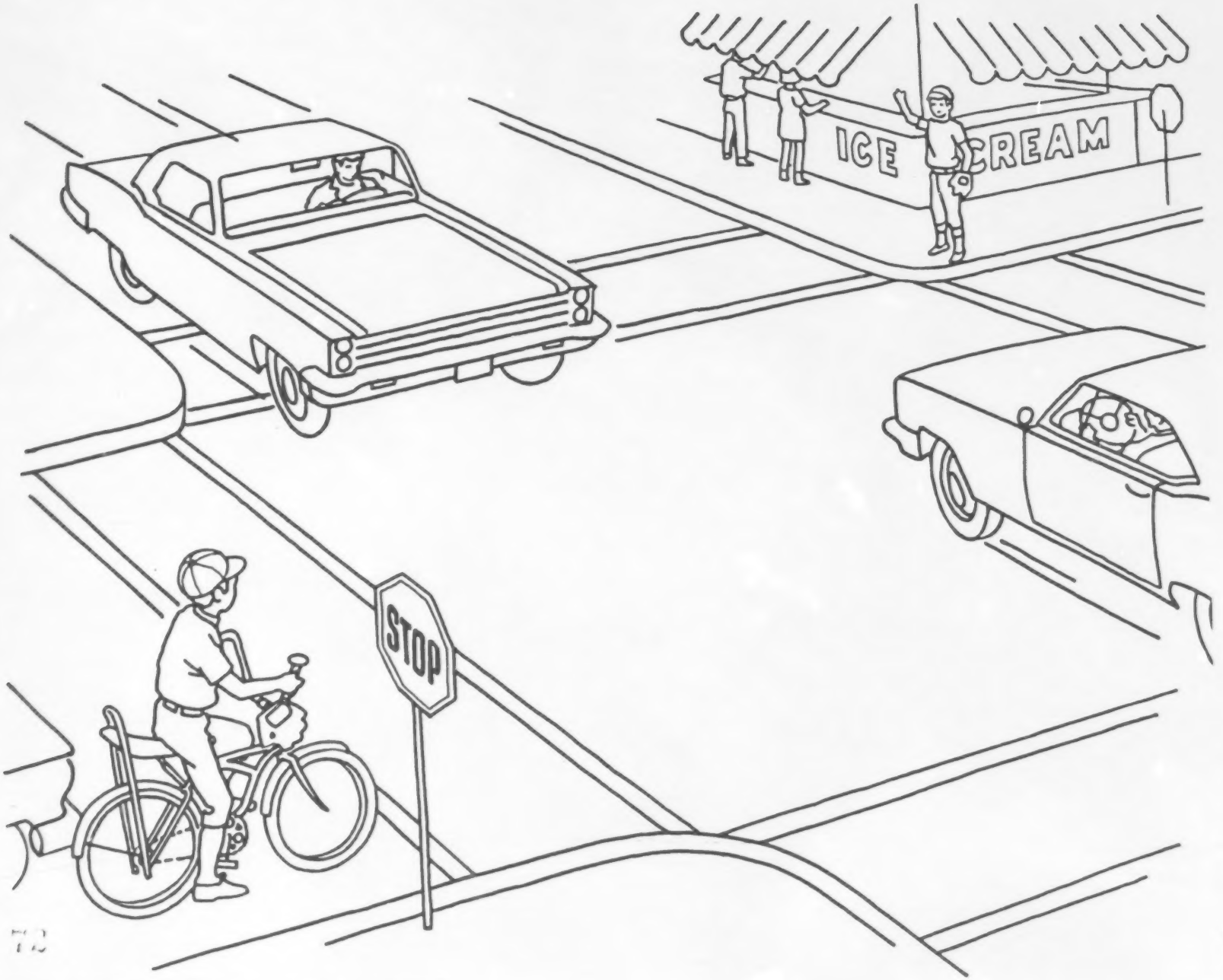
- in the back yard or front yard.
- on playgrounds.
- on uncrowded sidewalks in your neighborhood.
- in an open area away from traffic.

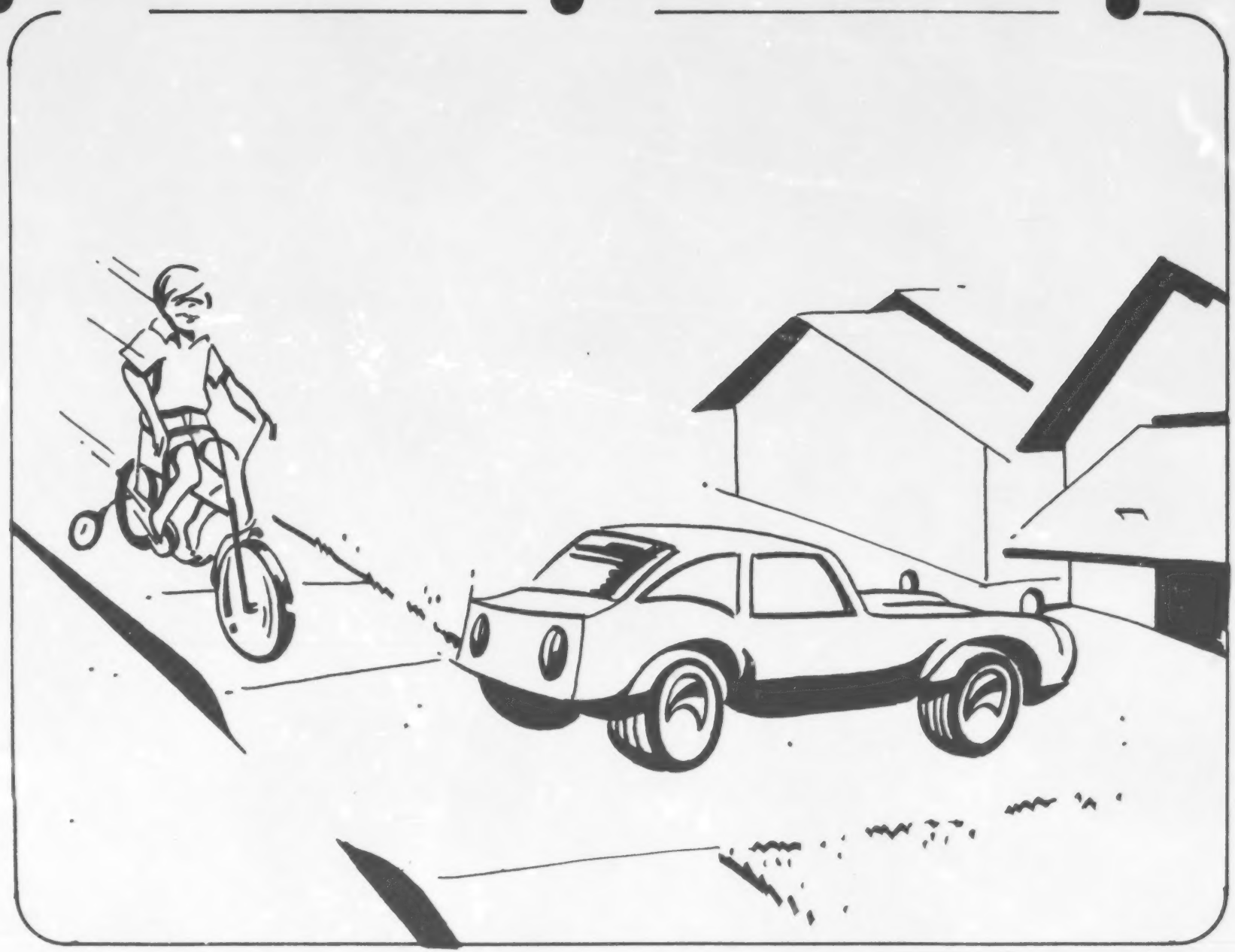
ASSESSMENT PROCEDURE (OPTIONAL)

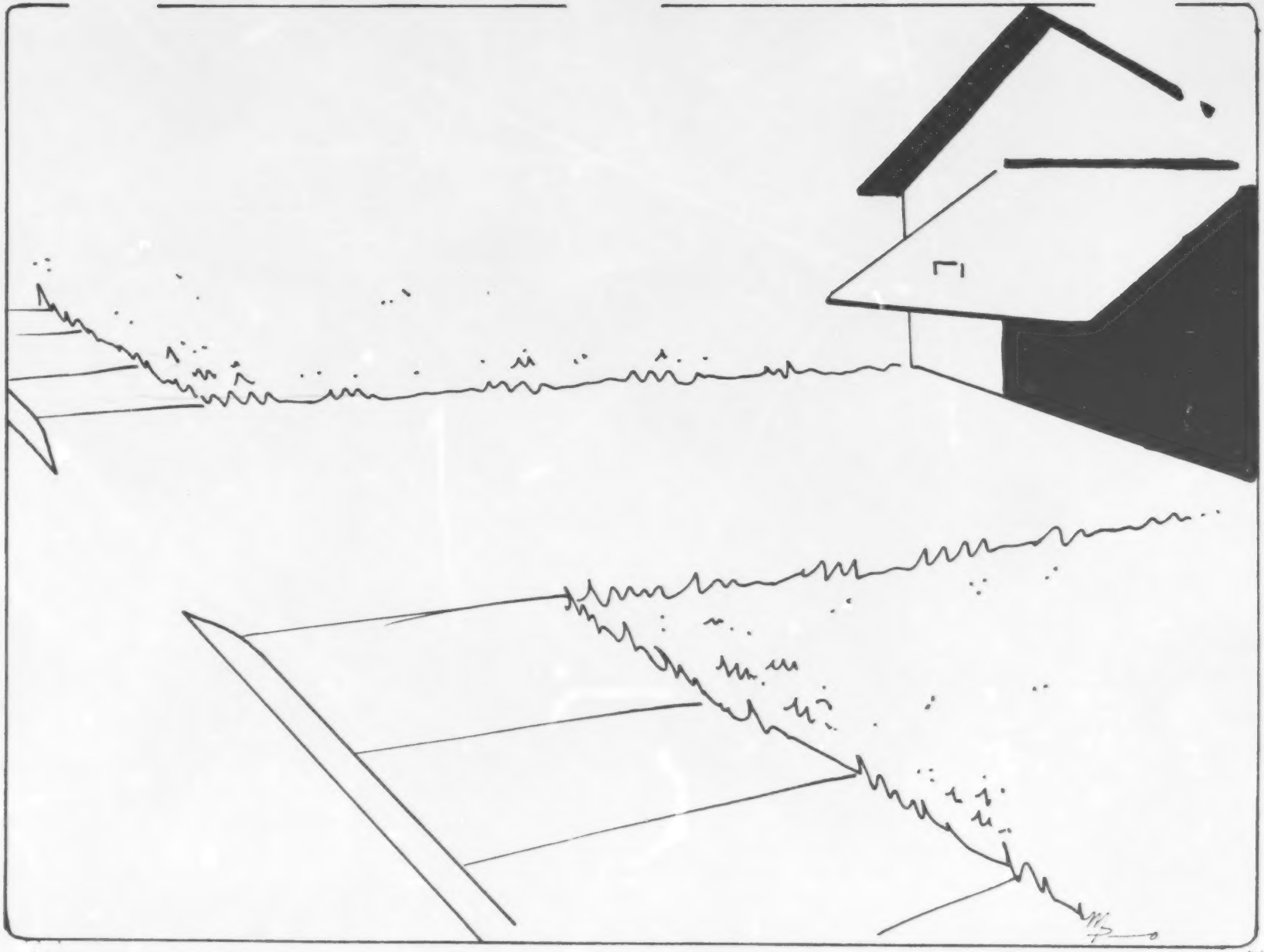
Give each student a copy of the assessment exercise and instruct them to circle four places that are best for learning to ride a bicycle. Collect the exercises and complete the assessment checklist. (The playground, patio, empty carport and sidewalks are the least hazardous. The street and driveways with cars on them are most dangerous.)

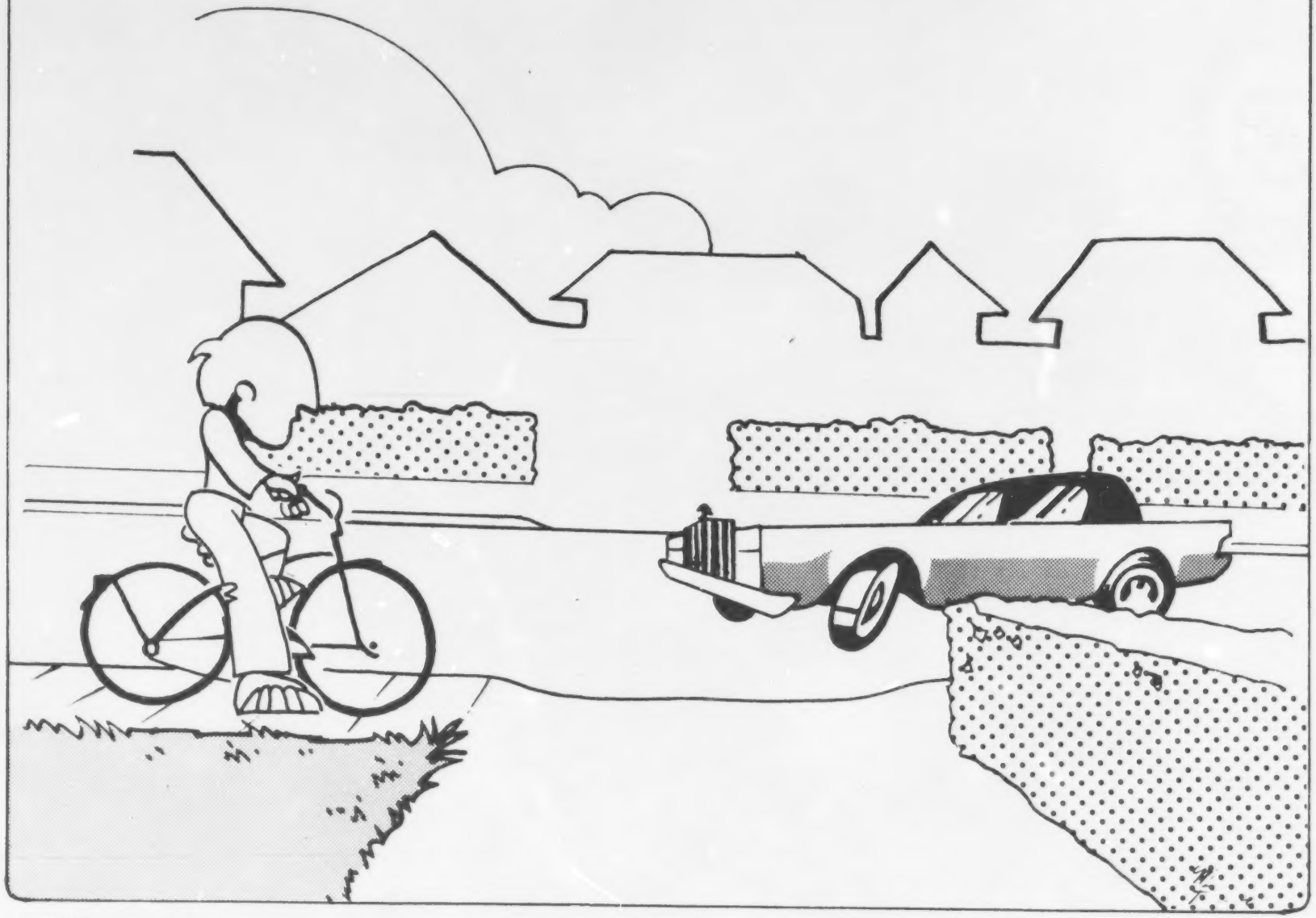





ICE CREAM
STOP

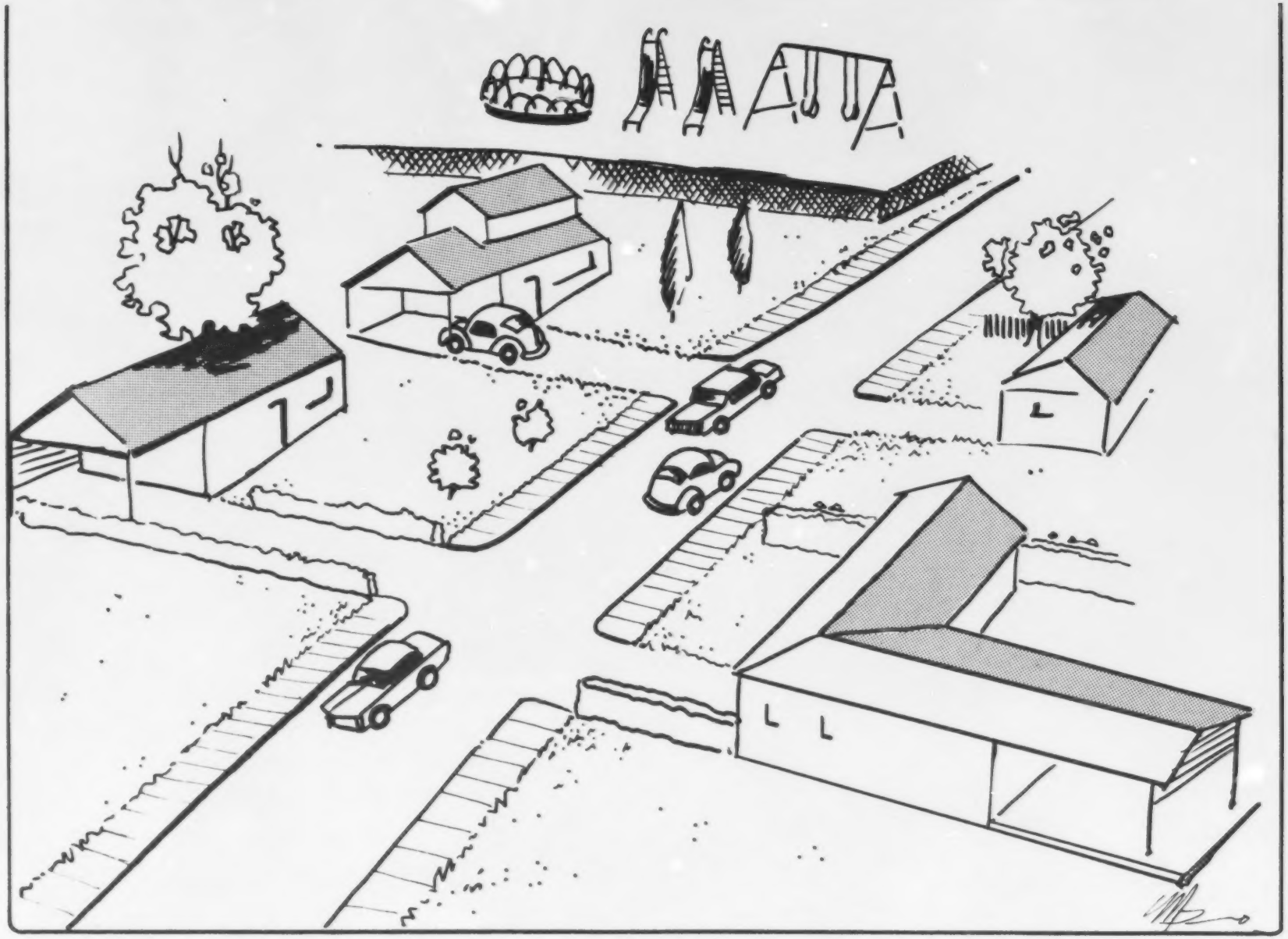






73

ASSESSMENT NAME _____



BICYCLE SAFETY – SECOND GRADE

LESSON SIX

"SAFETY RULES FOR RIDING A BICYCLE"

OBJECTIVE SIX

Given examples of riding situations, the student will name at least one bicycle safety procedure relating to each situation.

KEY POINTS

1. Students in this age group should avoid riding on busy streets as much as possible.
2. To become a safe rider, students must learn and obey the bicycle rules of the road.
3. Some of the most important bicycle rules are:
   a. Be able to ride your bicycle before riding where cars, trucks and buses are driven.
   b. Signal before you turn or stop.
   c. Obey all traffic signals and signs.
   d. Ride on the right hand side of the roadways, with traffic.
   e. Yield right-of-way (give the right to go first) to pedestrians and cars.

NOTE: The emphasis of this lesson is on learning and obeying the basic bicycle laws. Lesson 10 deals with rider behaviors.

MATERIALS NEEDED

The "Hokey-Pokey" lyrics accompanying this lesson. (Activity 1)

The picture (or transparency) of "Hand Signals." (Activity 1)

Enough copies of the "Bicycle Safety Rules." (Activity 2)

The pictures of safe and unsafe riding practices accompanying this lesson. Make student copies for Activity 4. (Activities 2 and 4)

Enough copies of "The Bike Rider," for each student. Cardboard, paste, colors, scissors, brads. (Activity 5)

"Bicycle Safety," set of 8 colored posters. Free from:

The Bicycle Institute of America, Inc.
122 East 42nd Street
New York, New York 10017

(Other "Bicycle Safety Set" materials may be requested at the same time.)

"Bicycling is Great Fun," pamphlet on safe riding tips. Free from:

Special Service Division
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

"Bicycle Safety," pamphlet (and large poster) with "12 Rules of the Road." Free from local Schwinn dealer, or write to:

Schwinn Bicycle Company
1856 North Kostner Avenue
Chicago, Illinois 60639

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show students the picture (or transparency) "Hand Signals." Ask students what each signal means. Suggest to students that they pretend they are bike riding and point in the direction they want to go with their left hand. Then ask students to show the hand signal for "right" turn, "left" turn and "stop." Have students demonstrate each signal and proper action while walking around the classroom. (You may need to review "left" and "right." Having students dance and sing the "Hokey-Pokey," or "Looby Loo," before beginning this lesson is good review. The lyrics to the "Hokey-Pokey" are attached to this lesson.)

2. Discuss the "Bicycle Safety Rules" (attached to lesson). Ask questions like the following:

   Why do you think this is a good rule?

   What might happen if riders don't obey this rule?

Show pictures that illustrate the particular rules, where available. Be sure to emphasize *left turn procedures*, not only signaling a left turn.

3. Ask children to make up a simple bicycle safety law (DO. . . , DON'T. . .). This may be done individually or in small groups. Remind students that these laws are to be obeyed by all, and anyone breaking this law would be a lawbreaker so the laws should be realistic.

   The teacher (or student) will then write each law on the chalkboard for discussion. Then have students vote for (or against) each law by a show of hands. Explain that this is how we get our laws.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Give each student copies of safe and unsafe riding practices to color and take home. He can also demonstrate the hand signals to his parents. (These may be colored during the assessment.)

5. Give each student a copy of "The Bike Rider." Students may color "The Bike Rider" and paste her and her arms on cardboard. They may take these home to be cut out and put together, or cut them out and put them together in class. "The Bike Rider" can also be used in a game, "What Is She Signaling?" Students take turns changing the arm signals while other students tell what "The Bike Rider" is signaling. This may be done in small groups.

6. Have students draw and color examples of a bike safety rule being obeyed, and label each.

7. If most students have bicycles, a bike rodeo day, when they bring their bikes, can be planned near the end of the school year. Set up a course with signs on the basketball court or playground and let students ride through it to practice safety rules—keep right, signal, obey signs, etc. Bicycle equipment should also be checked at that time if this is done.

SUMMARY

Review the bicycle rules of the road in KEY POINT NO. 3 and the other important bicycle rules listed in the "Bicycle Safety Rules."

ASSESSMENT PROCEDURE (OPTIONAL)

Set up the following situations, using real bicycles, if possible. Have students demonstrate the proper safety procedures as they pretend to be bike riders on a simulated street. (You may want to have some students act as cars, trucks, etc.)

1. You ride your bike up to the "Stop" sign. What do you do? (Signal "stop." Stop and look for traffic before proceeding.)

2. You are riding your bike down the right side of the street and want to turn left. What should you do first? (Signal "left," look in all directions for traffic, turn only when traffic has stopped or passed.)

3. You are riding on the street in your neighborhood. What safety procedures should you follow? What do you do first? What do you do then? etc. (Any applicable procedure accepted—Signal, stop and look for traffic, keep to right, etc.)

Complete assessment checklist. Give help where needed.

Hokey-Pokey Song and Dance

You put your *right* hand in, you put your right hand out
You put your *right* hand in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

You put your *left* hand in, you put your left hand out
You put your *left* hand in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

You put your *right* foot in, you put your right foot out
You put your *right* foot in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

You put your *left* foot in, you put your left foot out
You put your *left* foot in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

You put your *right* hip in, you put your right hip out
You put your *right* hip in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

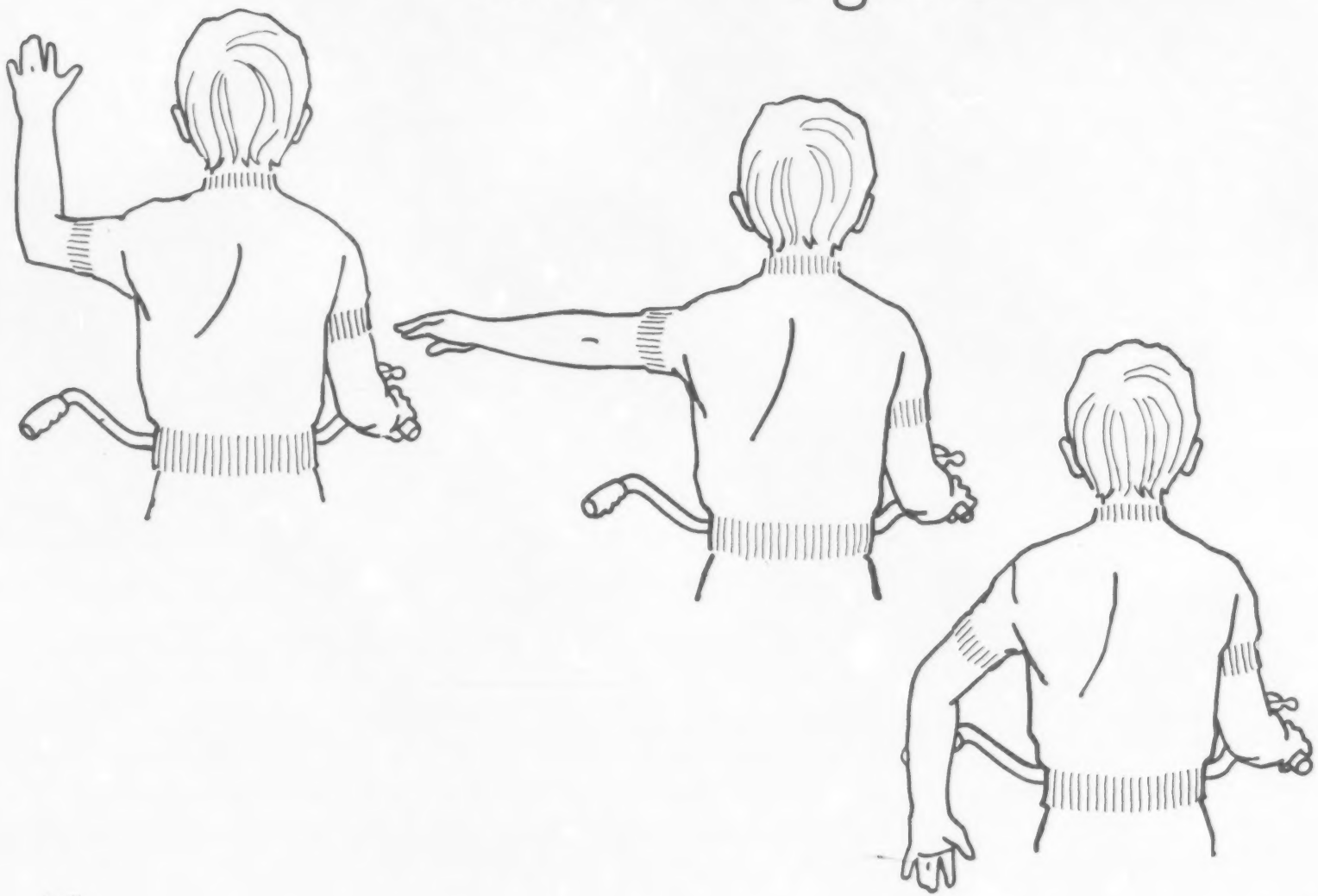
You put your *left* hip in, you put your left hip out
You put your *left* hip in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

You put your head in, you put your head out
You put your head in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

You put your backside in, you put your backside out
You put your backside in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

You put your whole self in, you put your whole self out
You put your whole self in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

hand signals



OPERATION OF BICYCLES

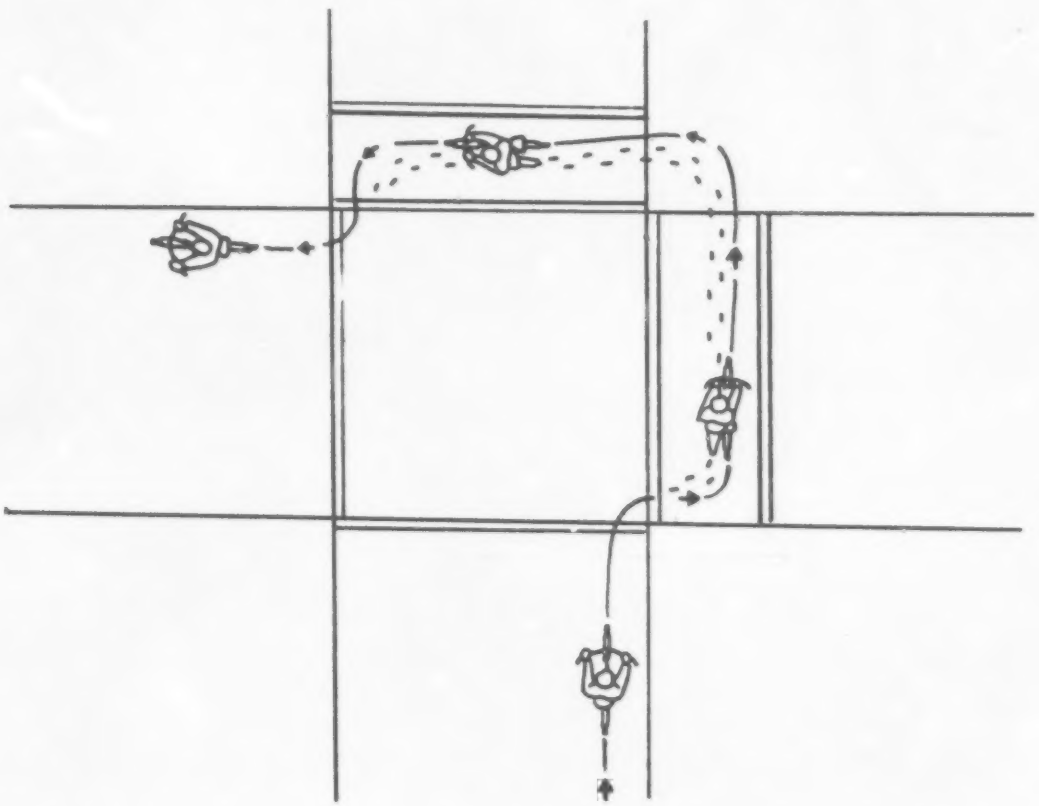
AND PLAY VEHICLES

BICYCLE SAFETY RULES

1. Ride on the right-hand side of the roadways, with traffic.
2. Ride single file if with a group.
3. Obey all traffic signals and signs.
4. When possible, use less traveled roadways.
5. Never ride on high speed highways (freeways).
6. Be sure to signal your intentions to turn or stop.
7. Yield right of way to pedestrians and automobiles.
8. Walk your bike across busy streets at the intersection.
9. Do not carry passengers or large packages.
10. Make bicycle repairs or adjustments off the road.
11. Always stop or park off the paved portion of the highway.
12. Come to a full stop before entering a street or highway.
13. Never "hitch" rides or ride closely behind any vehicle.
14. Never ride out from between parked cars.
15. Your bicycle should be equipped with a white headlight and red rear reflector for night riding.
16. It is best to wear light-colored clothing when riding at night.
17. A bicycle that is used frequently after dark should have reflectorized tape and equipment, and proper lighting.
18. Carry parcels only in an approved rack or carrier.
19. Equip bicycle with a bell or other warning device.
20. Ride in a straight line—never weave in and out of traffic.

21. On less traveled streets, make left turns from the traffic lane nearest the center line; make right turns from the lane nearest the curb.

21a. Young bicycle riders should dismount and walk their bicycles using the pedestrian crosswalks to get on the street going left.



22. Always park your bicycle in a designated place or at least where it will not impede vehicular or pedestrian traffic.

23. Always avoid riding a bicycle whenever you are tired or ill.

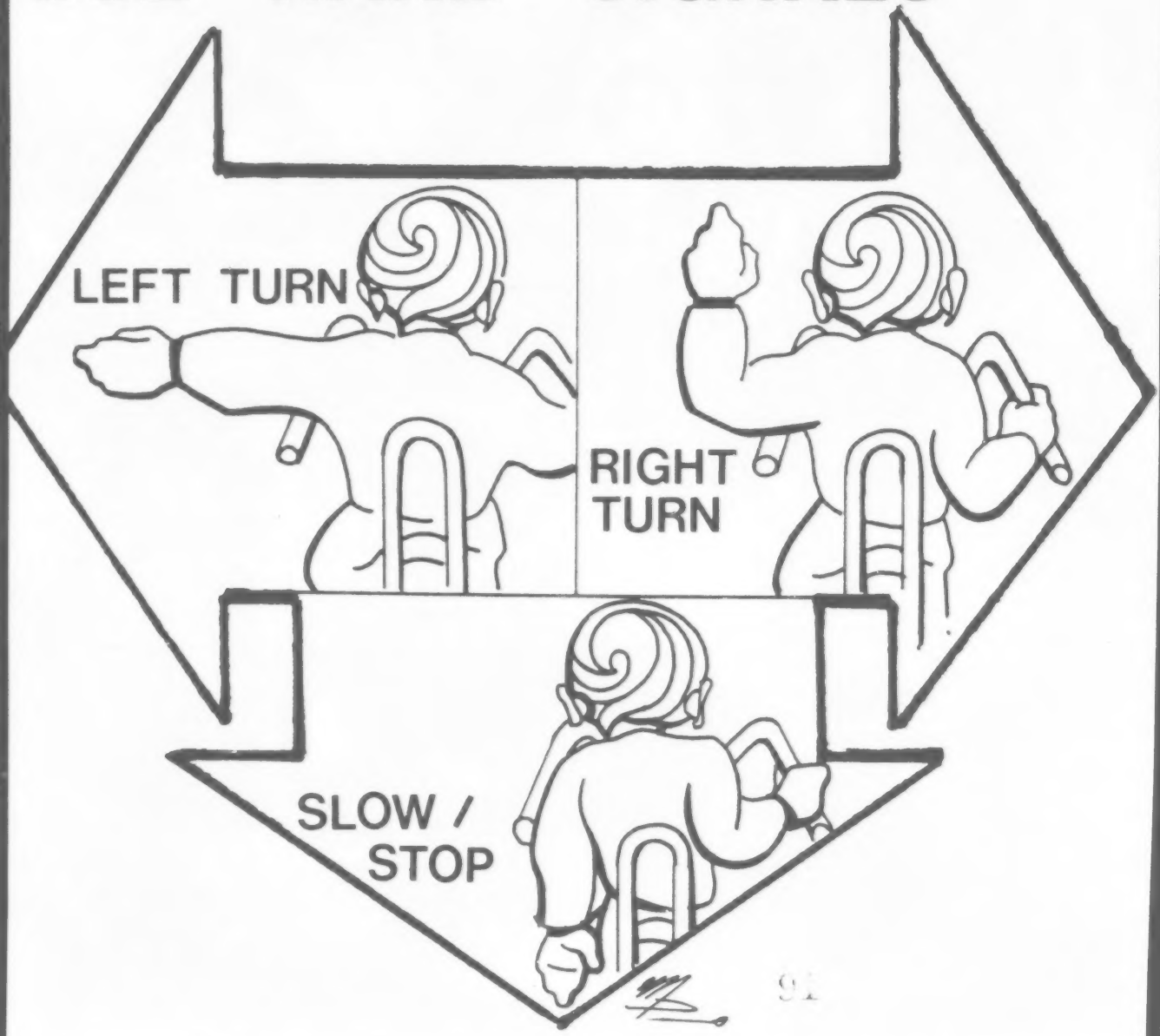
24. Avoid riding in bad or stormy weather.

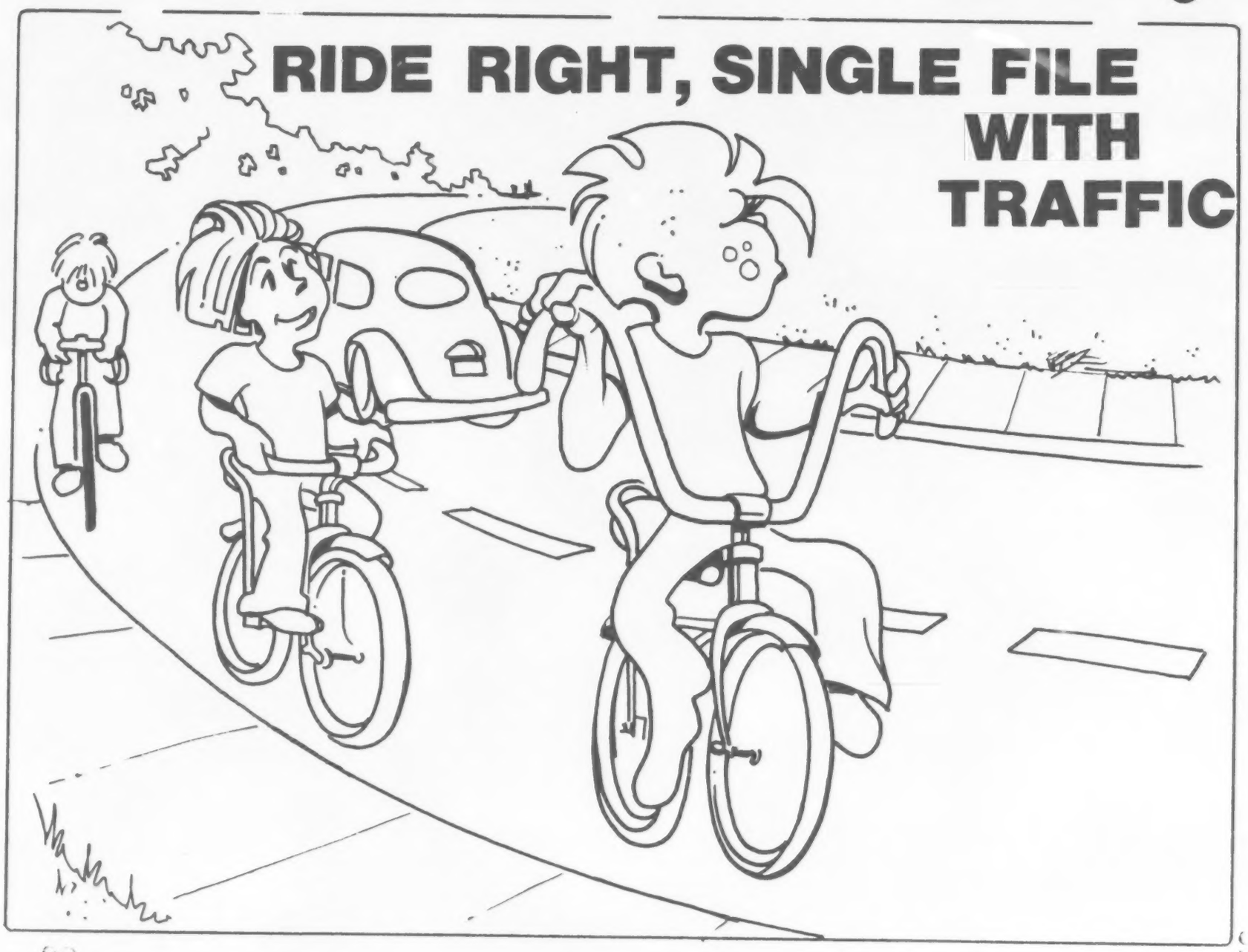
25. Keep in mind that a bicycle is a slow-moving vehicle, so try not to interfere with the normal flow of traffic.

26. Ride on the sidewalk when it is legal. (Check with your local police. Many cities encourage this.)

27. Always ride in bike lanes, paths, and routes when available.

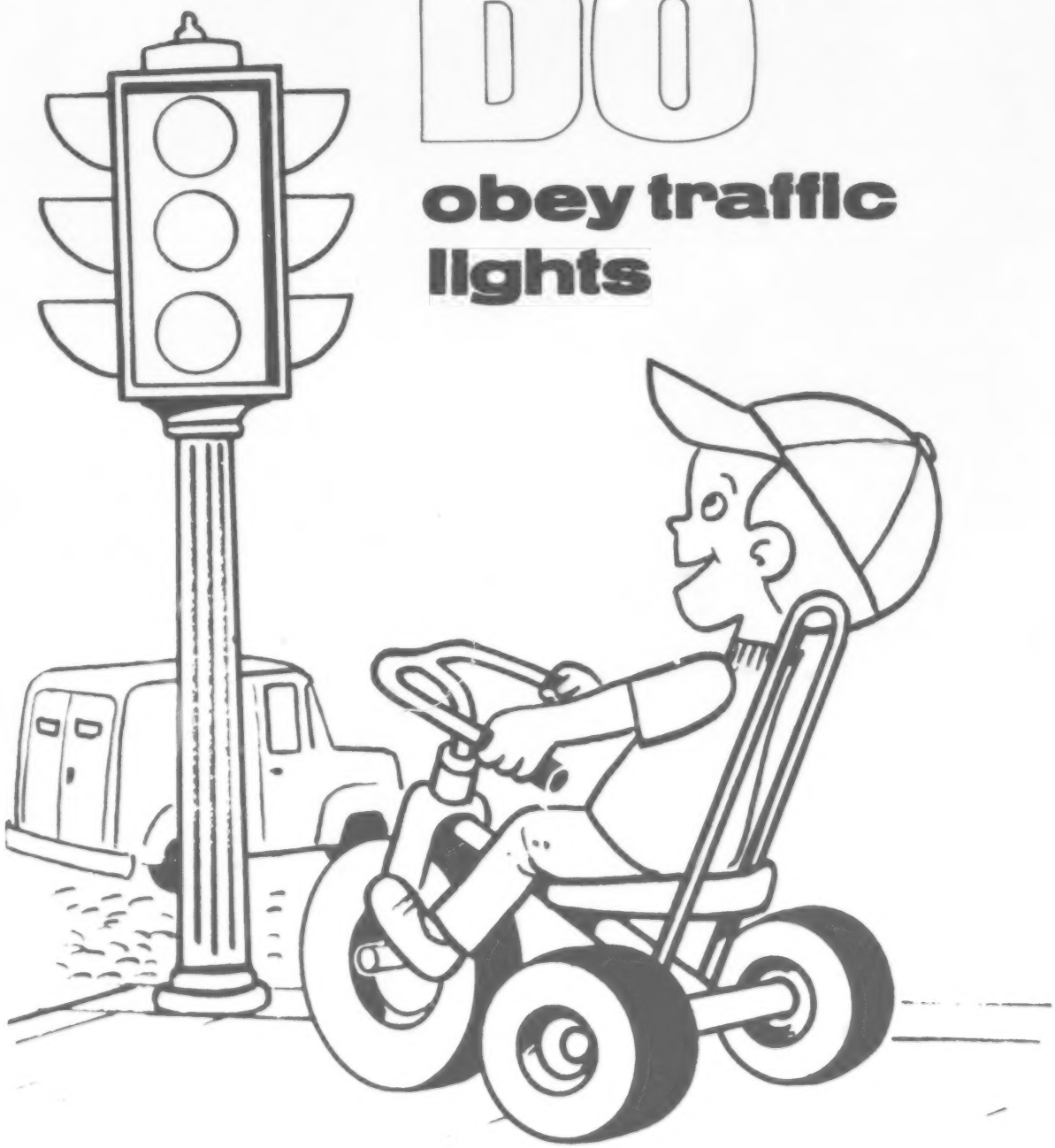
USE HAND SIGNALS




RIDE RIGHT, SINGLE FILE
WITH
TRAFFIC

DO

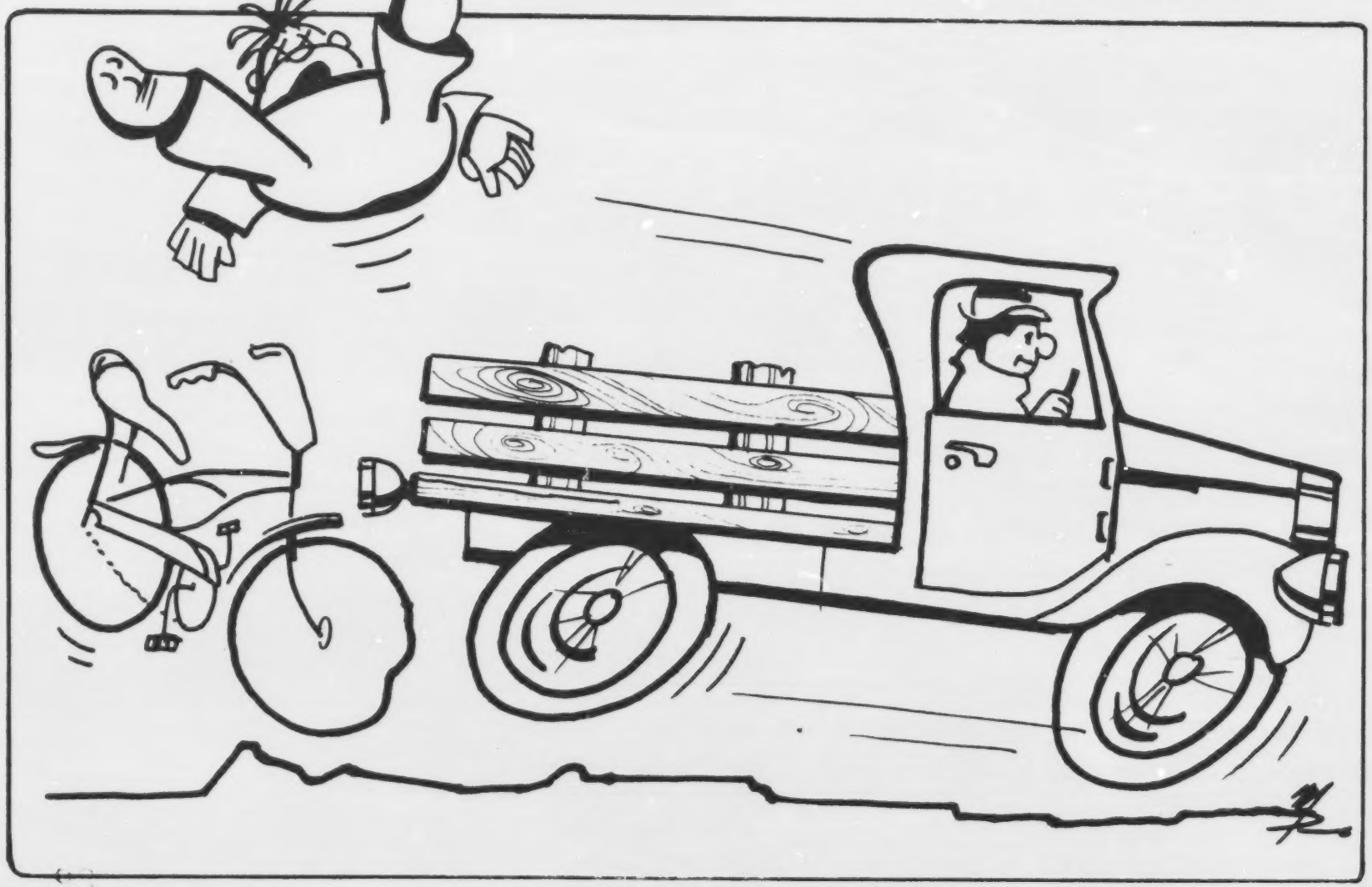
obey traffic lights



DO NOT Trick-Ride

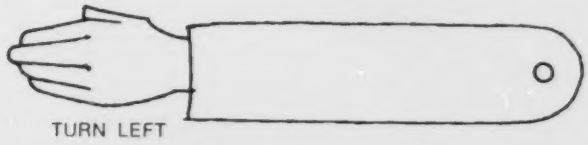
Do Not Carry Passengers

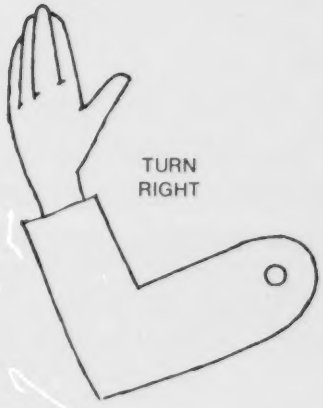
Do NOT Hitch Rides

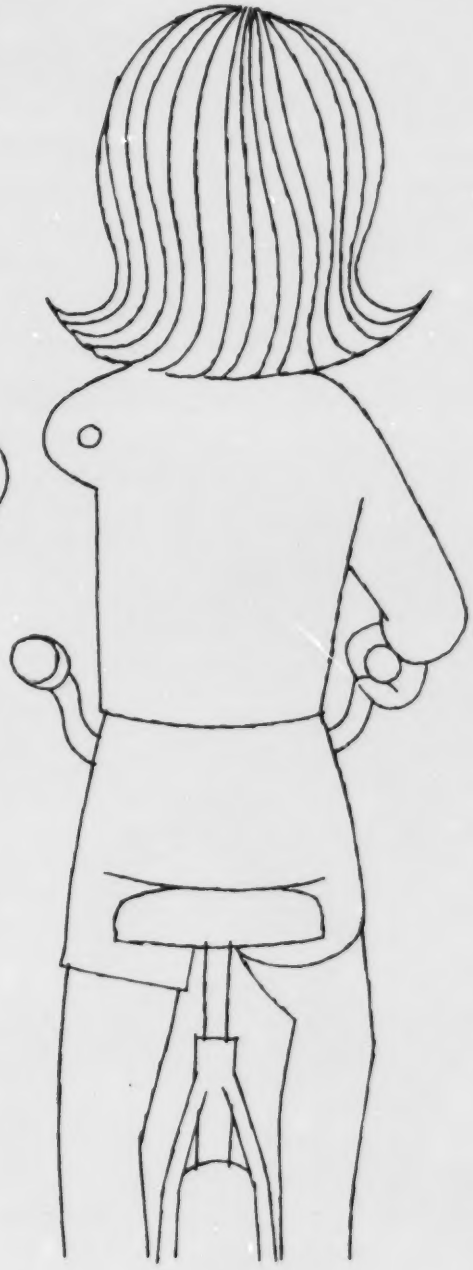


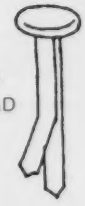
THE BIKE RIDER

SUPPLEMENTAL ACTIVITY









Make a bicycle and driver pattern. Make a separate pattern for the left or signal arm. Trace patterns on cardboard and attach the arm to the figure with a brad.

BICYCLE SAFETY – SECOND GRADE

LESSON SEVEN

"BICYCLING AND WEATHER CONDITIONS"

OBJECTIVE SEVEN

Given examples of the different types of weather conditions one could experience in Arizona, the student will identify those weather conditions which would be hazardous for bicycle riding.

KEY POINTS

1. Weather conditions play an important part in safe bicycling. It is best not to ride a bicycle in:

Strong winds	Rain and sleet
Blowing dust	Snow and ice
Hail	Fog

MATERIALS NEEDED

The pictures that accompany this lesson or transparencies you have made of them, plus additional pictures of weather conditions you may have. (Activity 1)

Enough copies of the bicyclist for each student to color. (Activity 3)

Enough copies of the assessment exercise for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Teach students the song, "What Is the Weather."

BICYCLE SAFETY – SECOND GRADE

LESSON SEVEN

"BICYCLING AND WEATHER CONDITIONS"

OBJECTIVE SEVEN

Given examples of the different types of weather conditions one could experience in Arizona, the student will identify those weather conditions which would be hazardous for bicycle riding.

KEY POINTS

1. Weather conditions play an important part in safe bicycling. It is best not to ride a bicycle in:

Strong winds	Rain and sleet
Blowing dust	Snow and ice
Hail	Fog

MATERIALS NEEDED

The pictures that accompany this lesson or transparencies you have made of them, plus additional pictures of weather conditions you may have. (Activity 1)

Enough copies of the bicyclist for each student to color. (Activity 3)

Enough copies of the assessment exercise for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Teach students the song, "What Is the Weather."

What Is the Weather

(Tune: "Mammy's Little Baby Loves Shortnin' Bread")

Teacher: What is the weather, weather, weather?
What is the weather out today? *(clap on the word "out")*

Students Reply: Today it is sunny, sunny, sunny.
Yes it is sunny out today. *(or rainy, cloudy, snowy, dusty)*

(You may want to sing this song every morning, or one morning a week for several weeks.)

Discuss the weather today. What kind of weather is it? Is it good for bike riding? Explain to the students that weather conditions play an important part in safe bicycling. The best weather to ride in is sunshine and very little wind. What other types of weather conditions have students experienced in Arizona? (Show pictures of weather) Discuss whether it would be safe to ride a bicycle in those conditions. Why or why not?

Examples are:

a. *Strong winds* – not safe – The wind makes it hard to control the bicycle and it could blow you in front of a car or truck.

b. *Blowing dust* – not safe – The drivers of automobiles would have a difficult time seeing you and you would have a difficult time seeing them.

c. *Rain or sleet* – not safe – The sidewalks, roadways and playgrounds will be slippery when it is raining. It would be too easy to fall and get hurt.

d. *Hail* – not safe – It is not safe to be outside when it is hailing, let alone riding a bicycle.

e. *Snow* – not safe – Snow makes it very difficult to ride or stop a bicycle and also makes the ground slippery and dangerous.

f. *Fog* – not safe – Drivers would have a difficult time seeing you.

g. *Clouds* – somewhat safe – It is difficult for drivers to see bicycle riders when it is cloudy. The bicycle rider should wear bright colored clothes and be extra alert, if he must ride.

h. *Sunshine* – most safe – This is the best weather condition to be riding your bicycle. The vehicle drivers will be able to see you better and you can see them better.

Point out that if they are riding their bicycle and the weather changes from a safe condition to an unsafe condition, that it would be best to push their bicycle home rather than trying to ride it home. (Show picture of boy riding against wind.)

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

2. Ask the students if they have ever experienced bad weather while riding their bicycles. If they have, what did they do? They may write stories or draw pictures of such incidents.

3. Give each student a picture of the bicyclist to color. At the top of the page students write what kind of weather it is (sunny, snowy, cloudy, etc.) and whether it is "Good" or "Bad" for riding a bicycle. They draw the sun, snow, clouds, fog, etc., in the background, then color the bicyclist so he can be easily seen.

4. In groups, have the class make up safety riddles about weather conditions. Examples are:

   It has no color.
   It has no taste.
   You can catch it in a bucket.
   It can make a car wheel slide.
   What is it? (Rain)

   When you get it from the refrigerator
   It makes drinks cold.
   When you walk on it, you can fall down.
   It makes wheels slip and slide.
   What is it? (Ice)

   It gives us light.
   It gives us heat.
   Without it we could not live.
   When we get too much of it in our eyes
   It can keep us from seeing traffic.
   What is it? (Sun)

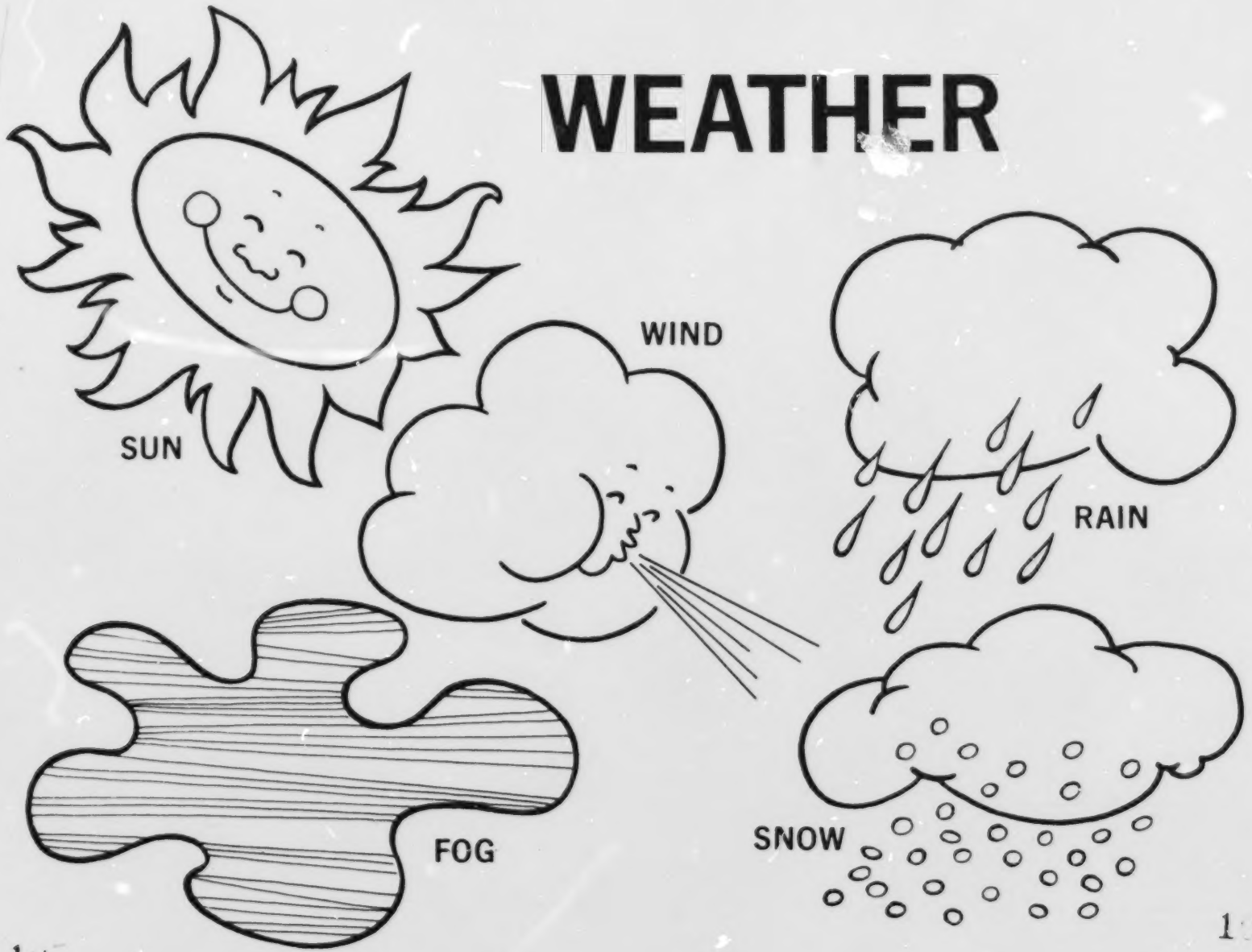
SUMMARY

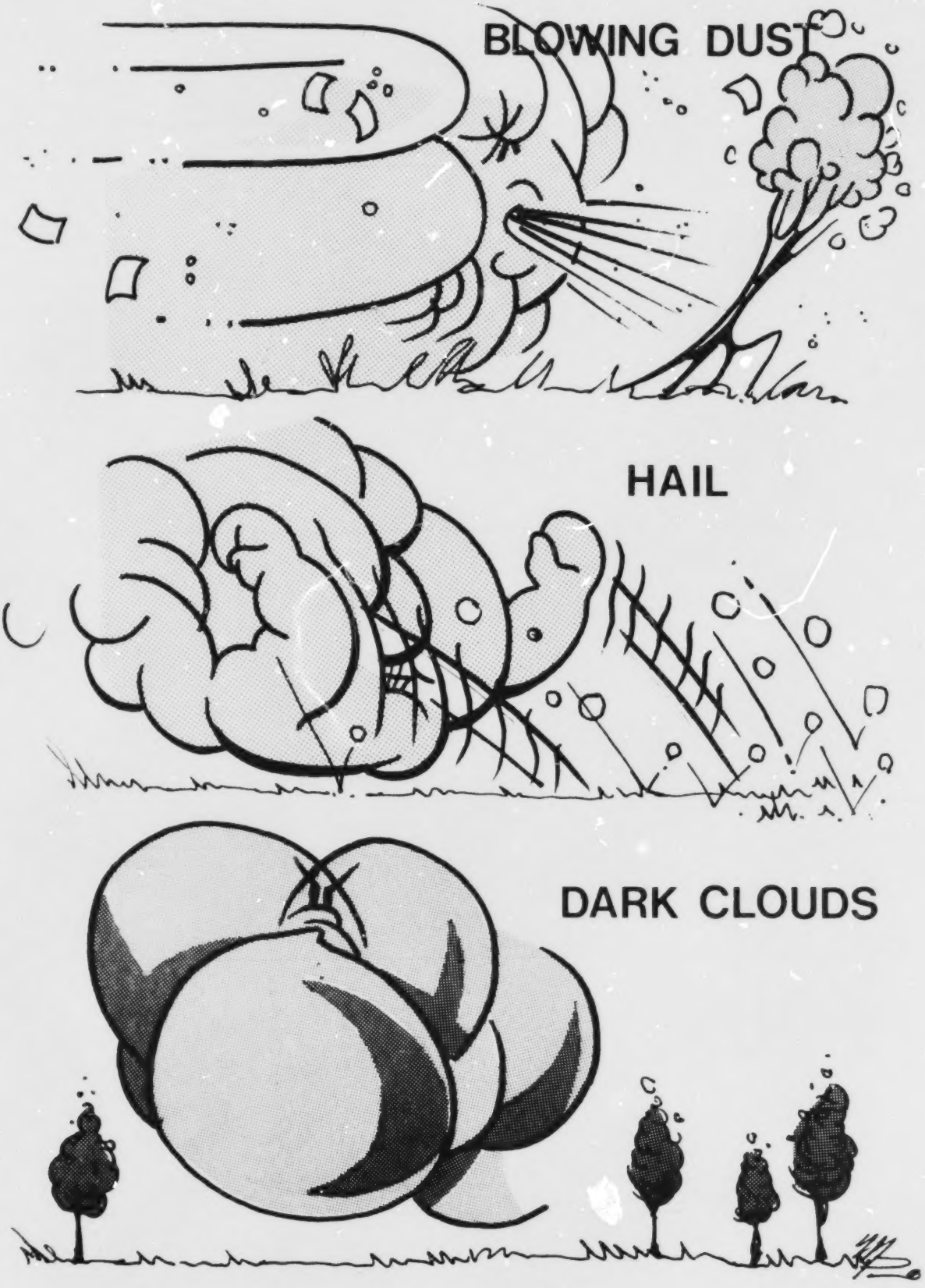
Remind the students that they should ride their bicycles only when the weather is clear and nice, and that it is very dangerous to ride in bad weather conditions.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the four pictures showing different types of weather. (From top left, clockwise: fog, sunshine, snow, rain.) Instruct students to write "YES" or "NO" at the top of each picture to indicate whether it is good weather for bicycle riding. They may color the pictures after writing YES/NO, if desired. Collect the exercises, complete the assessment checklist and give remedial help where needed. (Only the picture showing sunshine should be "YES.")

WEATHER




BLOWING DUST
HAIL
DARK CLOUDS

BOY BICYCLIST

ASSESSMENT

NAME _____

BICYCLE SAFETY – SECOND GRADE

LESSON EIGHT

"RIDING AFTER DARK"

OBJECTIVE EIGHT

When asked, the student will describe the danger of riding a bicycle after dark and name the precautions a person should take if he does ride after dark.

KEY POINTS

1. Riding a bicycle after dark can be dangerous for these reasons:
   a. It is harder for both the bicyclist and the car driver to see after it gets dark.
   b. Bicycles are small vehicles.
   c. Dark and small objects are more difficult to see at night.
2. If we must ride a bicycle at night, we should take these precautions:
   a. Use a large headlight on the front and one or more reflectors on the side and rear of the bicycle.
   b. Wear or carry light colored clothing, or clothing with reflective tape.

MATERIALS NEEDED

Overhead projector and transparencies made from pictures of vehicles furnished with this lesson. Cards or posters with large words (approximately 8" x 11"). (Activity 1)

One or more pairs of *dark* sunglasses. Six or more different colored sheets of construction paper, including *white* and *black*. (Activity 2)

Three flashlights – two large and one penlight. (Activity 3)

Enough copies of "Boy Bicyclist" for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help you teach the key points of this lesson.

1. Explain to the students that riding a bicycle after dark can be dangerous. It is difficult for the bike rider to see where he is going. But it is *even more difficult* for the driver of a car or truck to see the bicyclist, because of the poor light and the difference in size and speed.

   Show the students the transparencies of vehicles for size comparison of bicycles vs. other vehicles. Ask which is easier to see from a distance, and why. Lay one transparency example over the other for the best visual comparison.

   For speed comparison, ask students to see whether it is easier to read some words as they go by slowly or fast. Turn slowly with your poster or word cards, then quickly. Ask which was easier to see and why. Point out to the students that the speed of the cars and very little light is why it is hard for drivers to see bicyclists at night. And also, that a car often finds it harder to stop quickly because of size and speed.

2. Have a student put on a pair of *dark* sunglasses and stand in the back of the room. (You may darken the room slightly or leave lights on.) Another student standing in front of the room against a dark background may hold up different pieces of construction paper, while the student with sunglasses tells whether they are easier or harder to see and what color he thinks they are. Ask him to tell which one was easiest to see. (This should be white.)

   You might explain that WHITE REFLECTS LIGHT. It causes light to bounce back. BLACK AND ALL DARK COLORS absorb light and prevent it from reflecting or bouncing back. Ask:

   Why are bikes without lights and reflectors or people wearing dark clothes hard to see at night?

   What can you do so you can be seen more easily at night? (Have headlight "on" and reflector(s) on bicycle, wear or carry something light colored, or use reflective tape.)

   Be sure students mention all. If it is not mentioned, point out that it is best to have light colored clothing or reflective tape on the pant legs or bicycle pedals because these are moving and more easily seen. Several students may then repeat this experiment with the sunglasses, varying action and colors of clothing.

3. To demonstrate the visibility factor of headlights, have a student hold two large flashlights, one in either hand, facing the class. Have another student hold a small penlight flashlight facing the class. Turn lights out in classroom or darken the room as much as possible. Now have each student take turns turning on their flashlights—the student holding the two flashlights first—then turn them off. Then the other smaller lights. Have both turn on their flashlights and ask the class which one would be easier to see at night—the two larger flashlights (the auto) or the small light (the bicycle).

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Take the students outside to the bicycle area. Have them observe the size of the red reflectors on the rear of the bicycles, and if one is available, the size of the headlight on the front. Now go to the parking lot and look at the size of the taillights on the automobiles, and also the headlights. Explain to the students that the automobile has two to four headlights and the same number of taillights.

   Ask the students which one would be easier to see at night. Both operate on the same streets.

5. Give each student a copy of "Boy Bicyclist" to color. Have students color him so he can be easily seen at night, and add any bicycle equipment necessary for night riding (a headlight, reflectors, etc.). Or have them draw their own bicycle rider and bicycle colored and equipped so they can be easily seen at night. This may be done during the assessment procedure.

6. Teach student the song, "If You Ride Your Bike at Night." They may make up additional verses.

If You Ride Your Bike at Night

(Tune: "If You're Happy and You Know It, Clap Your Hands")

If you ride your bike at night, *wear something light,* (Clap, Clap)
If you ride your bike at night, wear something light. (Clap, Clap)
If you ride your bike at night, if you ride your bike at night,
If you ride your bike at night, wear something light. (Clap, Clap)

If you ride your bike at night, *use a light.* (Clap, Clap)
If you ride your bike at night, use a light. (Clap, Clap)
If you ride your bike at night, if you ride your bike at night,
If you ride your bike at night, use a light. (Clap, Clap)

If you ride your bike at night, *reflectors bounce back light,* (Clap, Clap)
If you ride your bike at night, reflectors bounce back light, (Clap, Clap)
If you ride your bike at night, if you ride your bike at night,
If you ride your bike at night, reflectors bounce back light. (Clap, Clap)

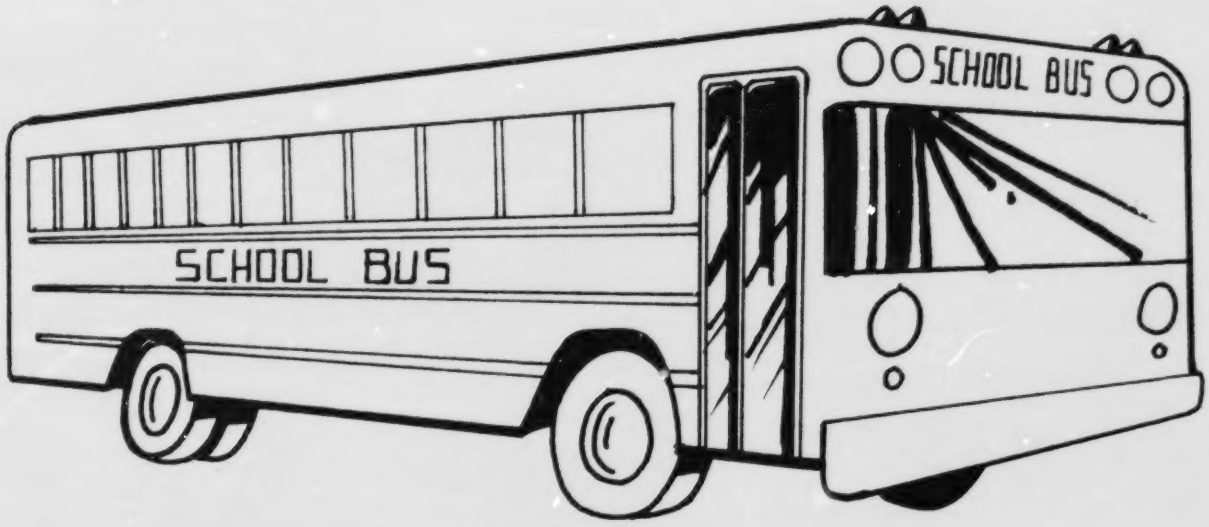
SUMMARY

Remind the students of the dangers of riding a bicycle after dark and the precautions to take to help them be more easily seen.

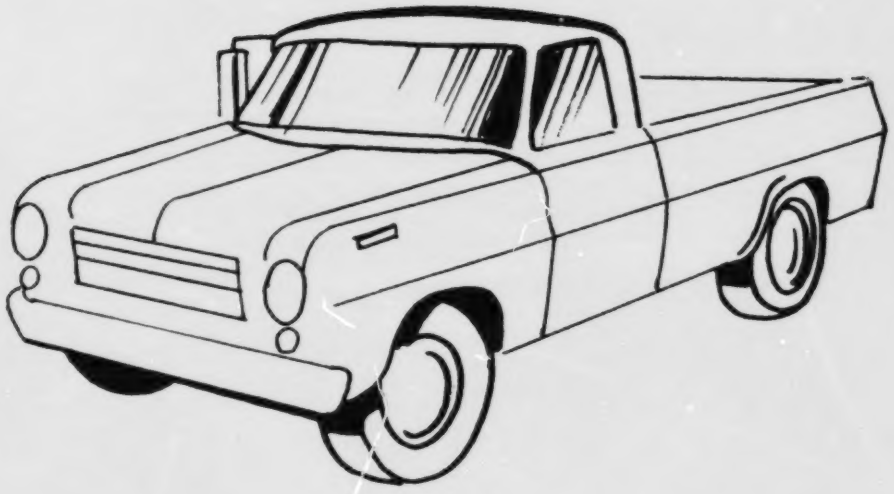
ASSESSMENT PROCEDURE (OPTIONAL)

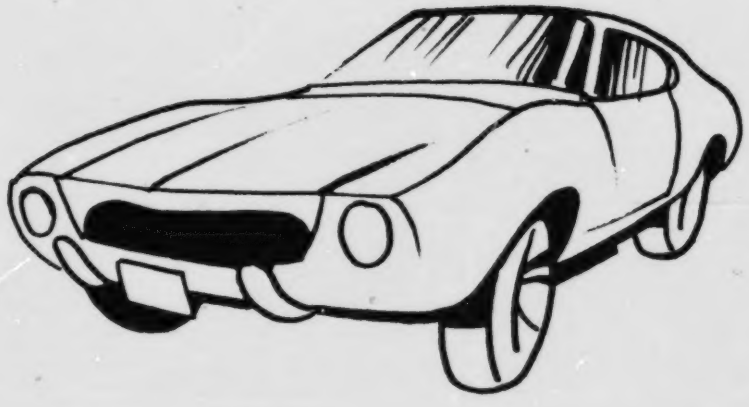
Ask students to describe the dangers of riding at night and to name the precautions he or she would take if he did ride at night. Complete the assessment checklist and give help where needed. (Both answers correct means that the student has achieved the lesson objective.)

VEHICLES



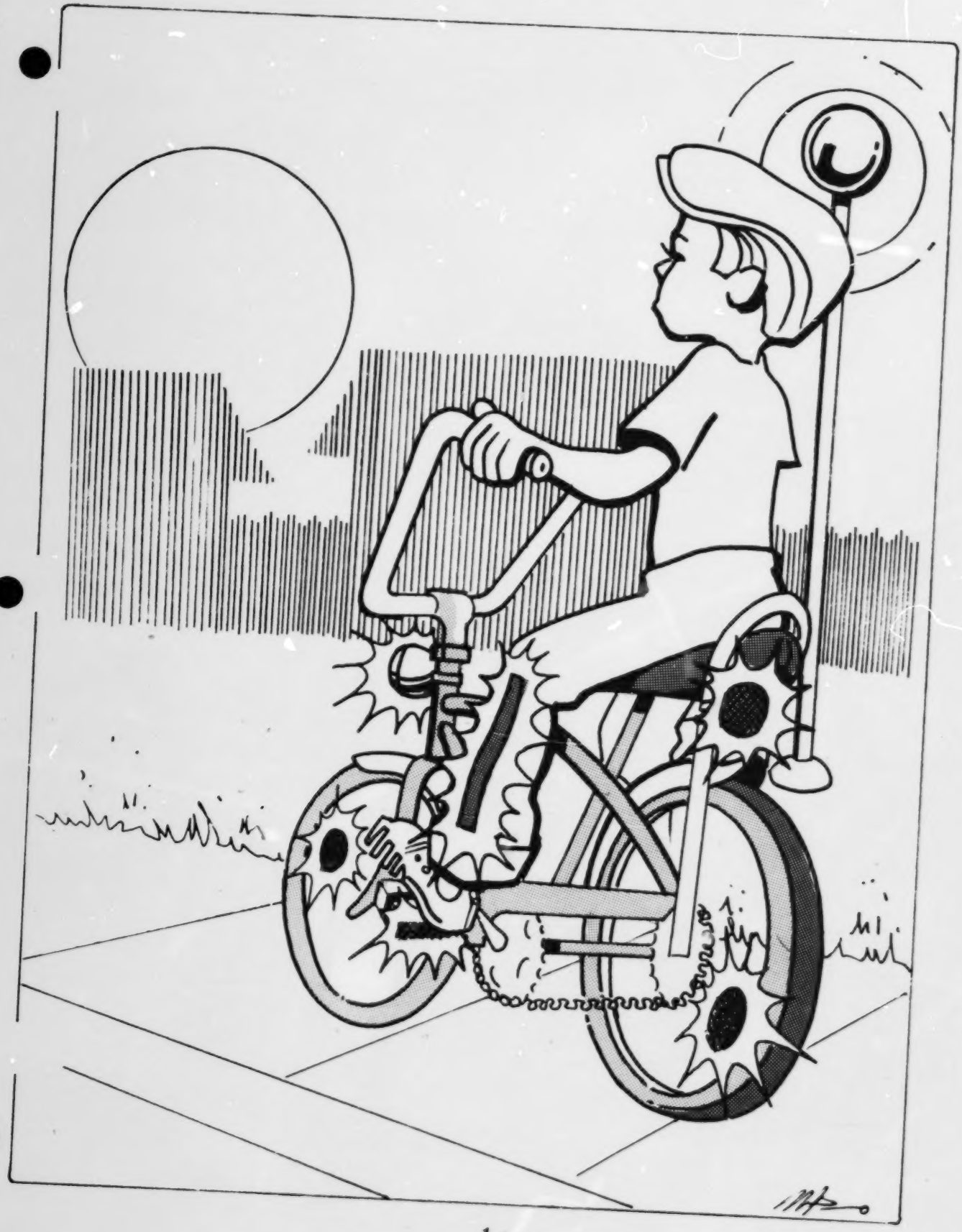
VEHICLES





BOY BICYCLIST

NEVER Ride At Night...
Without A Reflector And Light
SEE,
Be Seen



BICYCLE SAFETY – SECOND GRADE

LESSON NINE

"TRAFFIC MIX – DON'T ENTER"

OBJECTIVE NINE

When asked, the student will name reasons why it is unsafe to ride in traffic.

KEY POINTS

It is unsafe for children of this age and size to ride bicycles in traffic because:

- Bicycles are small vehicles and harder for drivers to see among larger vehicles.
- Bicycles are footpowered and cannot go as fast or get out of the way as quick as other vehicles.
- Bicycles are lightweight vehicles.
- Bicycles furnish no protection in case of a crash.
- Children do not have the experience and knowledge to ride in traffic.
- Children are not able to make the very complicated decisions required while riding in traffic.

MATERIALS NEEDED

The pictures of vehicles (or transparencies you have made) plus any others you have collected. (Activity 1)

Enough copies of "Size Comparison" and "Intersection" for each student. (Activity 2)

Enough copies of the car driver and bike driver for each student. (Activity 5)

A tricycle and bicycle. (Activity 3)

Additional Resource Material

"I'm No Fool With a Bicycle," 10-minute Walt Disney film featuring Jimminy Cricket.

Available from:

Special Services Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Discuss comparison of vehicle size, speed, weight and protection, while showing the examples of the different vehicles a student would see driving down the street. Ask students questions like the following:

   a. Which vehicle is the smallest? How much smaller is it? (For good visual comparison, place transparencies of car, truck and bus directly over that of the bicycle.)

   b. Why is it possible for the driver of a car not to see a bicycle and rider?

   c. What makes the car move? – the bicycle? (motor, footpower)

   d. Which of the vehicles weighs the least? – the most?

   e. Once a car and a bicycle are moving fast, which one is easier to stop? – Why? (speed, power, weight)

   f. If involved in a collision, which vehicle has the least protection? – the most? What does the bus driver have to protect him that the bicycle driver doesn't?

   g. In a collision, would a car or a bicycle cause greater damage? – Why? (size, speed, power, weight, protection)

   h. Would a car or a truck need greater space to move? – Why? (size, speed, power, weight)

   i. Do you think the driver of a car, bus or truck is expecting to see smaller bicycles on busy streets? (Discuss)

2. Give each student a copy of "Size Comparison" and a copy of the "Intersection." After discussing the differences, student may cut and paste the vehicles on the intersection picture, then make up stories about careful and careless bicyclists.

3. To demonstrate stopping distance, have students compare stopping speed while walking, running, riding a tricycle, and a bicycle in the play area. Then take students where they can observe the movement of traffic. Point out the hazards and the differences vehicle size, weight, speed, and power make.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. To demonstrate comparable size, have several students actually go out and measure a bicycle and a car with a tape measure, or have several students spread their arms to compare size, such as bicycle and car size. To demonstrate how big a truck, car or bus is, have several children stand with their arms outspread to make an outline of each vehicle if the room is big enough.

5. Give a copy of the car rider and bike rider to each student. Have students match the picture and the sentence by drawing a line. They may color these and take them home.

6. Ask students to draw pictures of two or more vehicles—comparing size, speed, and weight.

7. Take the class outside to an intersection, if possible, to observe the speed that the traffic is moving. Ask them if they would feel safe riding on the road with traffic that fast. Have the class as a group observe and the teacher record the number of drivers that fail to signal a lane change or turn, fail to stop completely for a stop sign, make left turns over crosswalks, and any other hazardous actions. Discuss the hazards of riding in traffic, using the recorded observations.

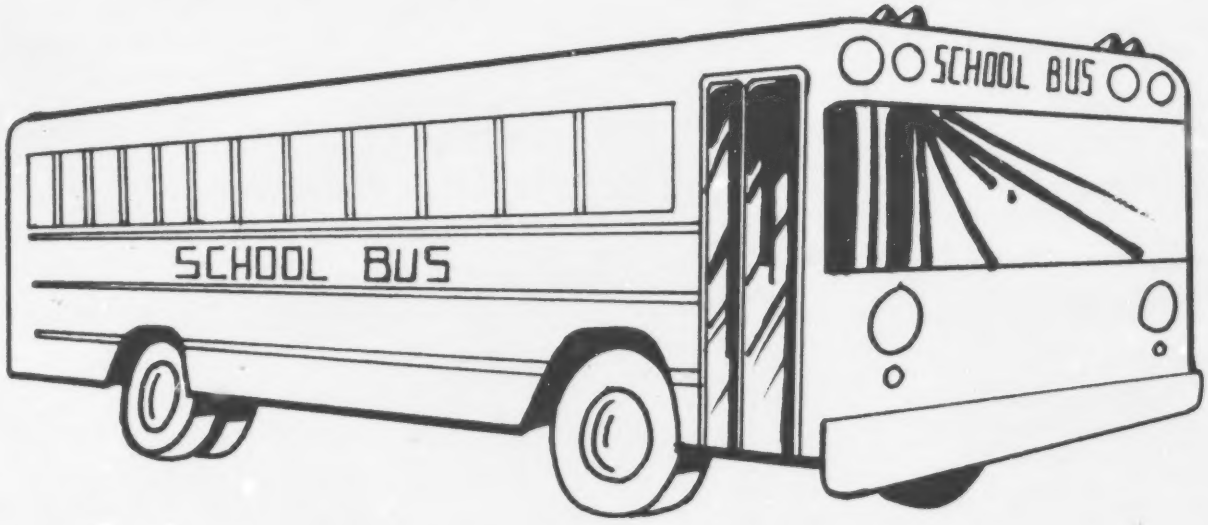
SUMMARY

Remind students that a bicycle is a small vehicle and when mixing with traffic, the bicycle is at a disadvantage. Review the Key Points.

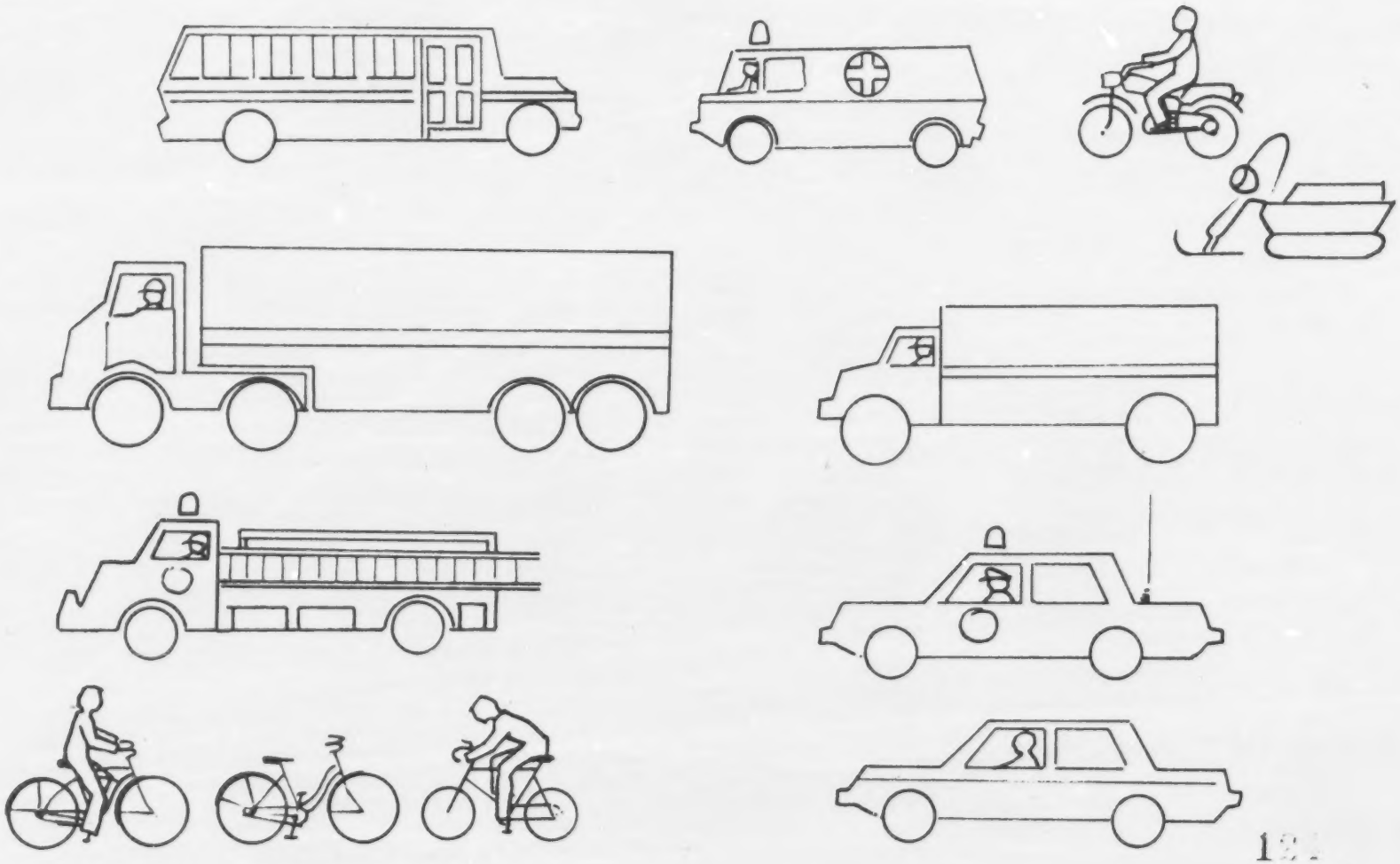
ASSESSMENT PROCEDURE (OPTIONAL)

Ask each student to name (or write) the reasons why it is unsafe to ride a bicycle in traffic. (Three or more correct answers means the lesson objective has been reached by the student.) Complete the assessment checklist, and give help where needed.

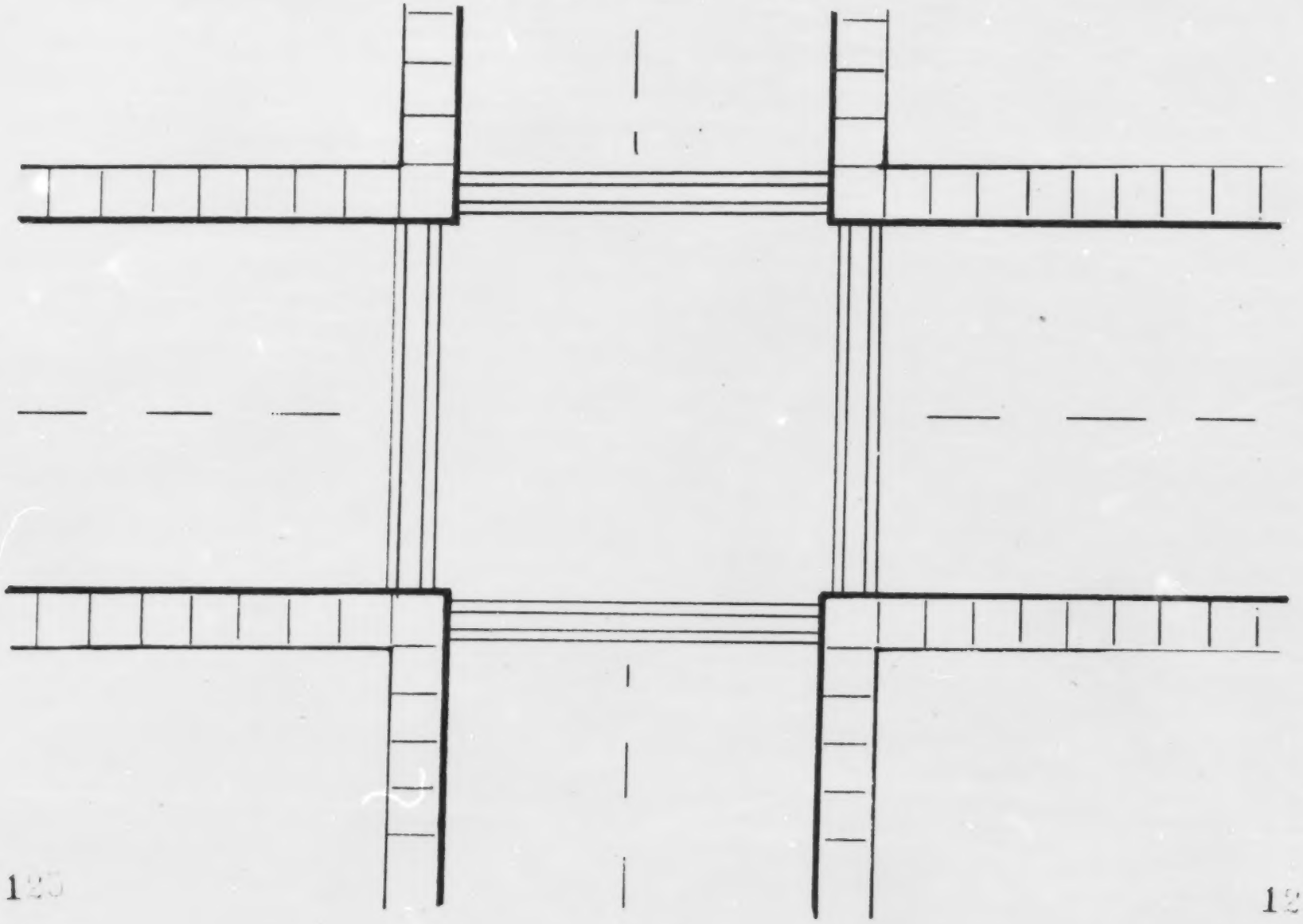
VEHICLES



SIZE COMPARISON

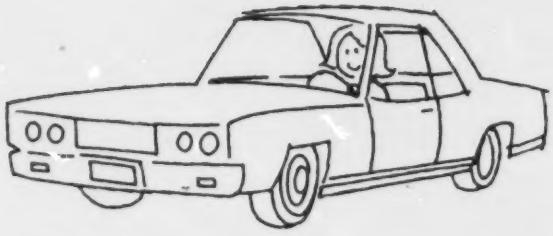


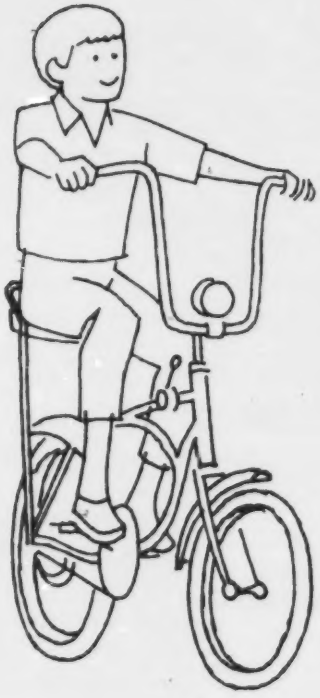
INTERSECTION



MATCHING

Match the sentence to the picture by drawing a line.





1. This vehicle can go almost up to 20 miles an hour.
2. This vehicle can go 65 miles or more an hour.
3. This vehicle will stop easiest.
4. This vehicle can go the fastest.
5. This vehicle will do the most damage if it hits something.
6. This vehicle needs a small space to move in.

BICYCLE SAFETY – SECOND GRADE

LESSON TEN

"SAFE BICYCLE RIDING PRACTICES"

OBJECTIVE TEN

Given examples of safe and unsafe riding practices, the student will identify those practices that are safe.

KEY POINTS

1. A safe bicycle rider practices certain techniques and obeys the rules of the road.
2. To be a safe bicycle rider:
   a. Ride a bike that is the right size, with seat and handlebars adjusted for you.
   b. Keep your bike in good repair.
   c. Obey all traffic regulations.
   d. Ride alone. Never carry passengers on a bicycle built for one.
   e. Use hand signals when stopping and turning.
   f. Be alert, and able to stop quickly.
   g. Don't be reckless. Never weave or swerve. Never trick ride on the street.
   h. Make yourself visible, easily seen.
   i. Watch where you are going. Beware of cars pulling out and car doors opening.
   j. Watch out for others. Yield the right of way.
   k. Ride on the right, with traffic.

MATERIALS NEEDED

The pictures that accompany this lesson, or transparencies you have made. (Activities 2 and 3)

One copy of the information sheet with "Bicycle Safety Rules," furnished with this lesson. (Activity 4)

Enough copies of several safety rule pictures for each student to color. (Activity 6)

Enough copies of the assessment exercise for each student.

Additional Resource Material

"Bicycle Safety, 12 Rules of the Road." Pamphlet and poster available from Schwinn dealers, OR write to:

Schwinn Bicycle Company
1856 North Kostner Avenue
Chicago, Illinois 60639

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Discuss the following unsafe practices, and what might happen in each situation:

   a. Riding after dark, with no lights and dark clothing on.

   b. Riding into the street from between parked cars without looking.

   c. Riding down the middle of the street.

   d. Trying to carry large packages on the bicycle so that you can't steer or see well.

   e. Riding two on a bike with one seat.

   f. Riding on the left against the flow of traffic.

   g. Not signaling your turn or obeying the traffic signs and signals.

   h. Weaving in and out of traffic.

   Have several students take turns acting out the above situations to demonstrate what might happen.

2. Show students each of the "DO NOT" pictures and ask what the basic fault of each bicycle rider is. (Stress the safe practices mentioned in Key Point No. 2. You may want to write these on the board before beginning this activity.)

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Ask the students how they think practices like the following help avoid accidents. (Show the picture, or transparency, when available.)

   a. Walking your bike across a busy street.

   b. Slowing down or stopping to look for traffic before riding out of driveways or alleys.

   c. Keeping your eyes on the traffic so you can see what is ahead.

   d. Stopping or slowing down so pedestrians can go ahead first.

   e. Signaling when you are stopping or turning.

   "What other safe practices can they think of that can keep bicyclists from being involved in an accident?" Discuss.

4. Read each of the "Bicycle Safety Rules" and ask students why each would be a safe riding practice.

5. Have students draw and color pictures of themselves practicing safe riding techniques.

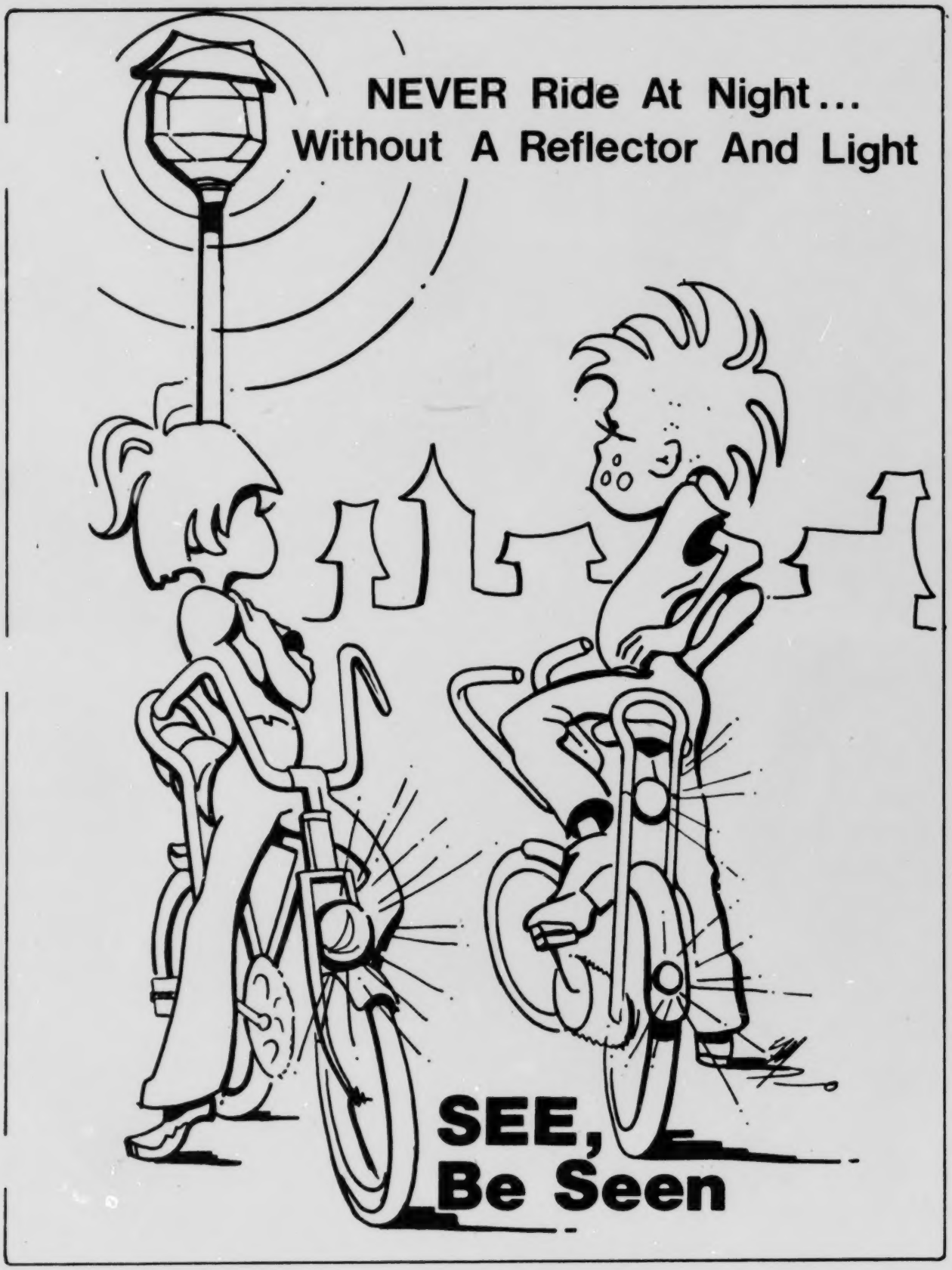
6. Give students copies of the safety rule pictures to color and take home. They may discuss WHY these are good safety rules with their family.

SUMMARY

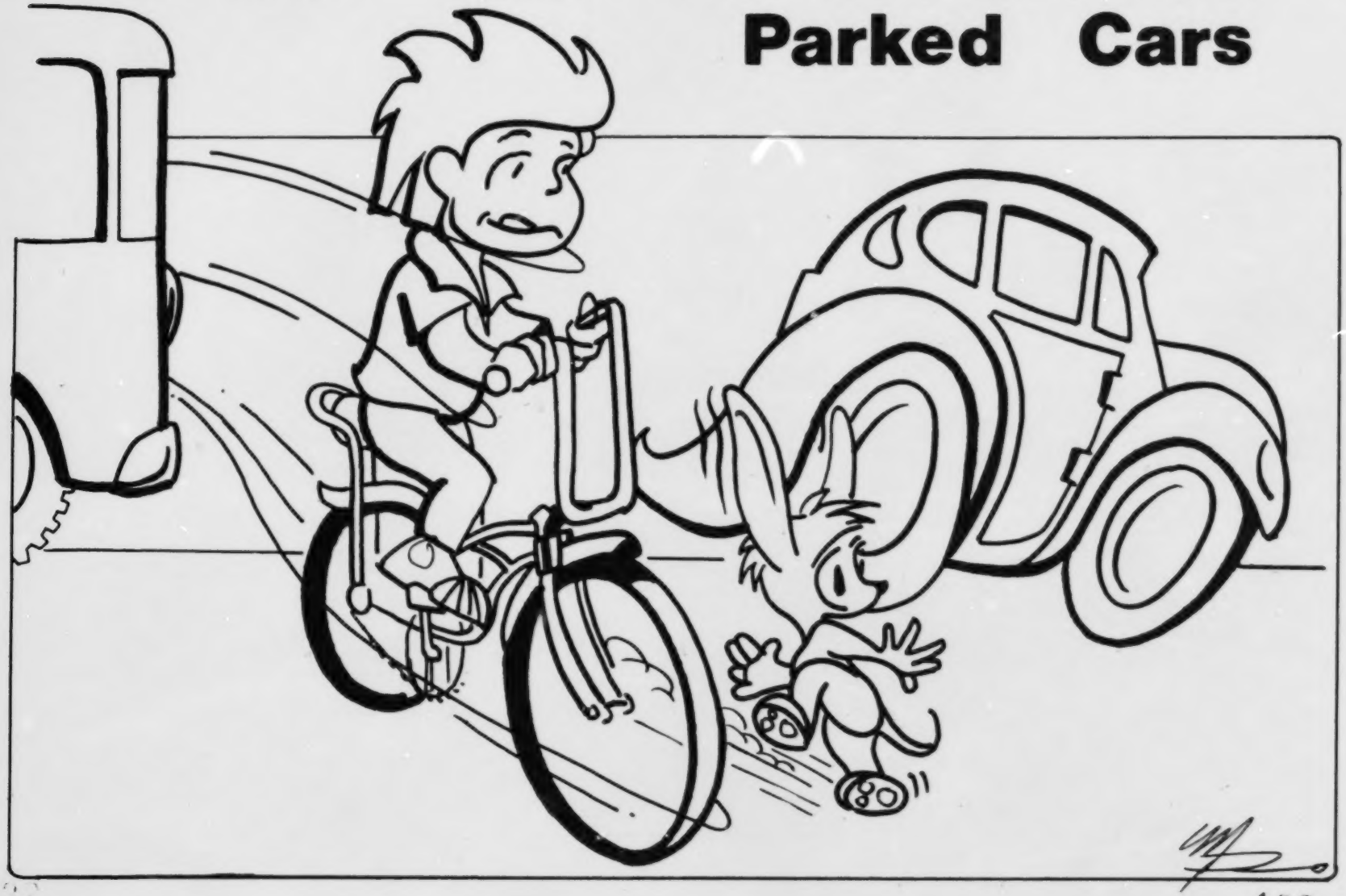
Remind the students that to be a safe bicycle rider, you must practice using safe riding practices.

ASSESSMENT PROCEDURE (OPTIONAL)

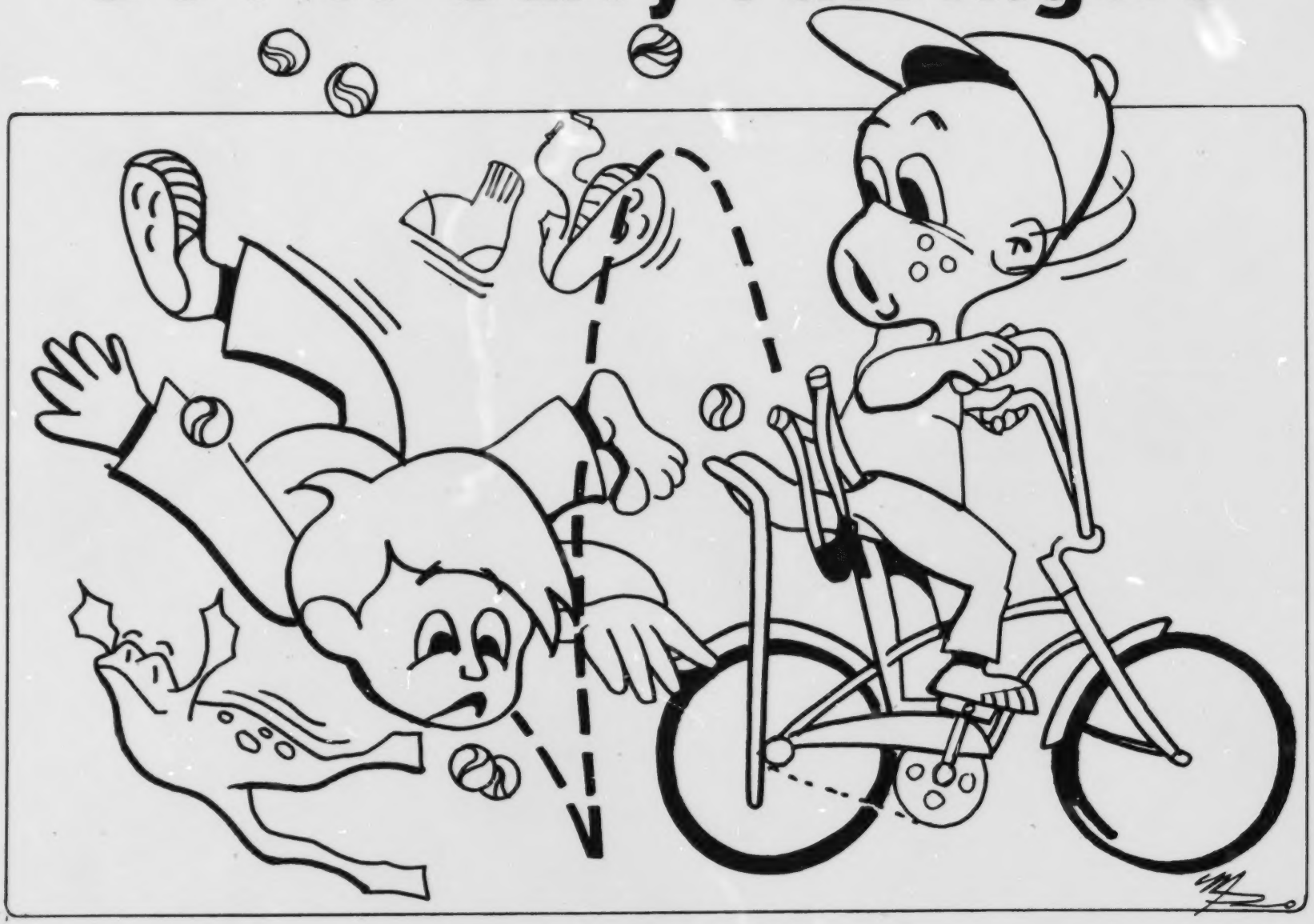
Give each student a copy of the assessment exercise and instruct them to circle the riders practicing safe riding habits. (The girl signaling a turn and the boy yielding the right-of-way.) Collect the exercises and complete the assessment checklist.


NEVER Ride At Night...
Without A Reflector And Light
SEE,
Be Seen

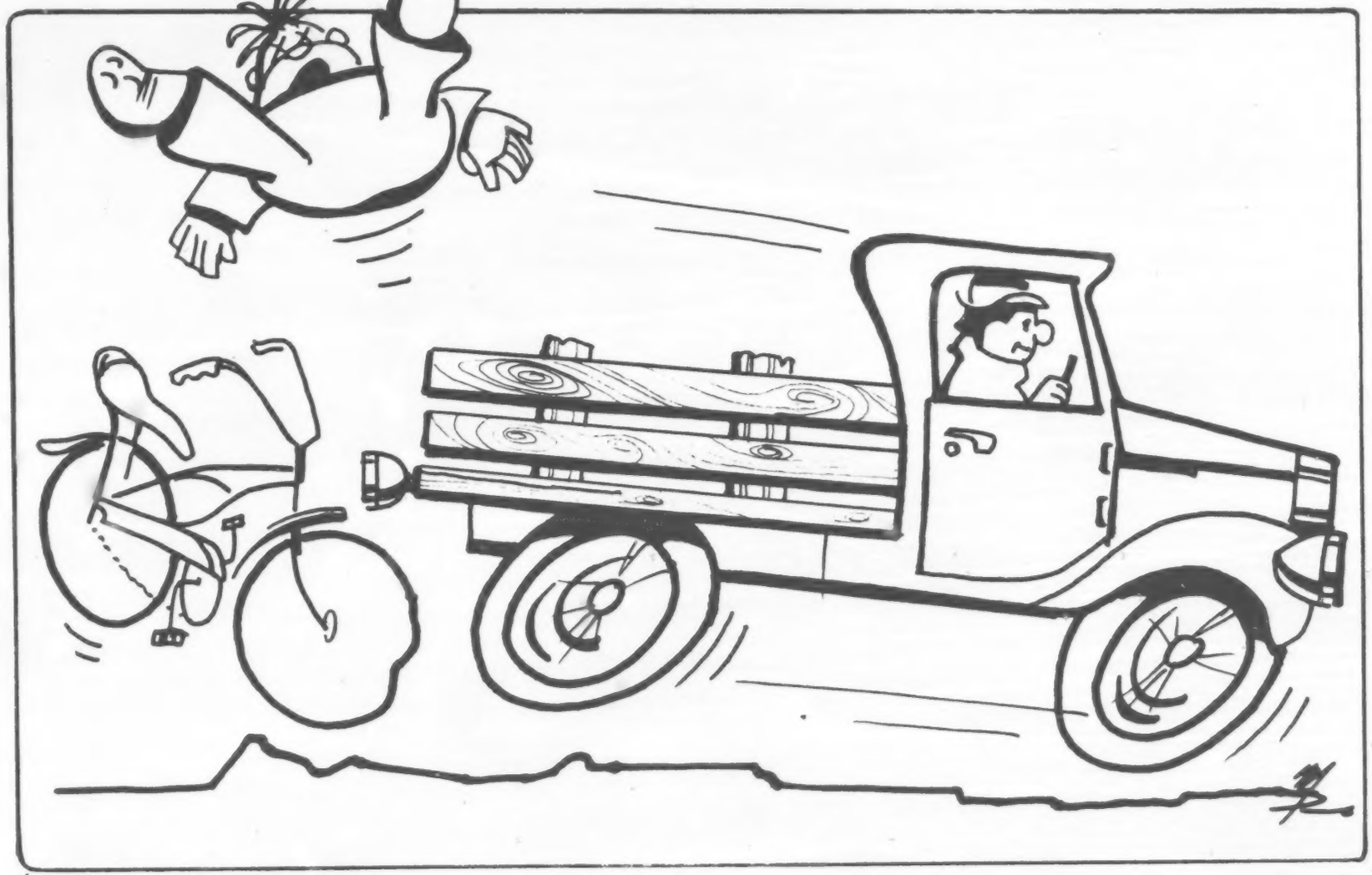
DO NOT Ride From Between Parked Cars



Do Not Carry Passengers

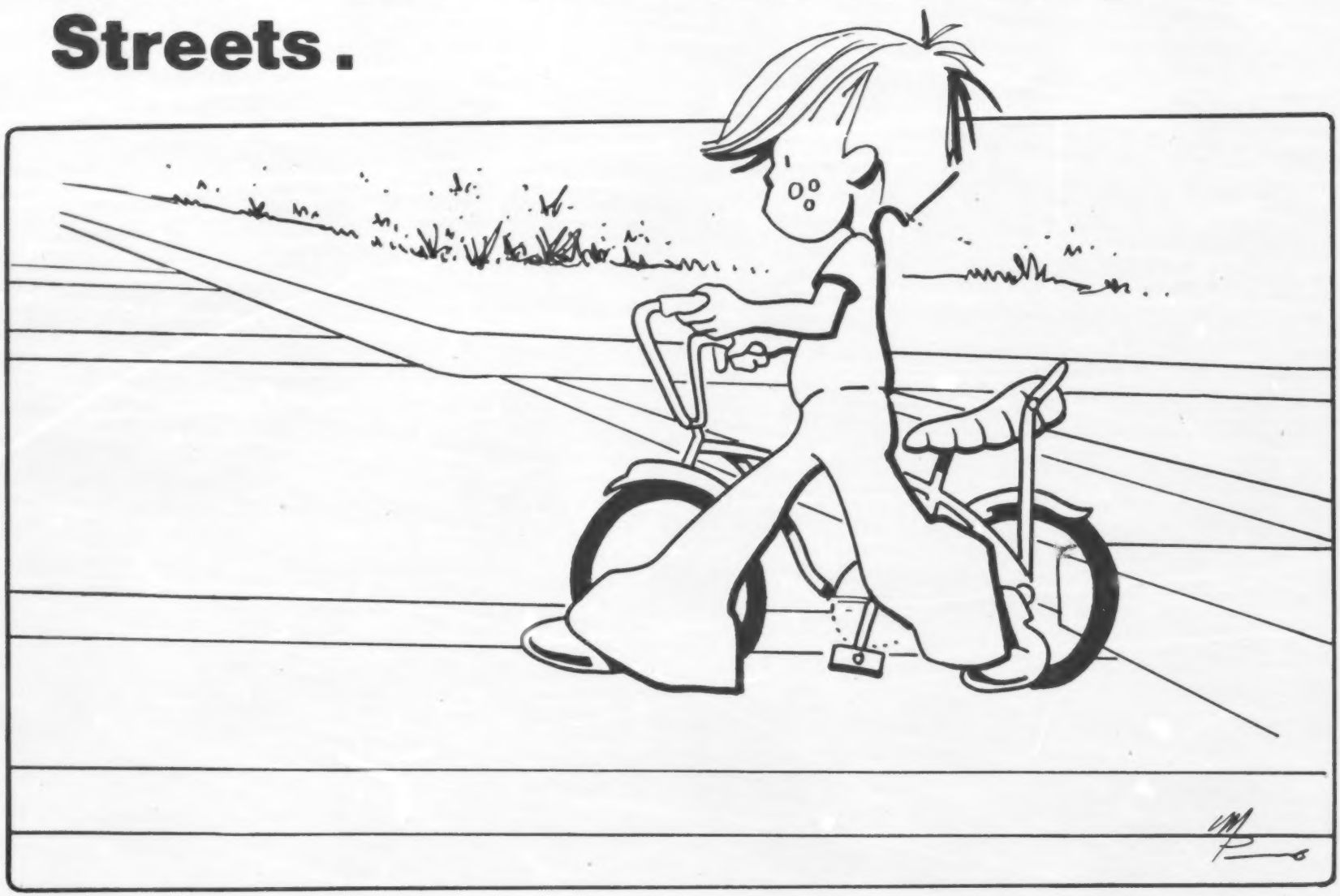


Do NOT Hitch Rides

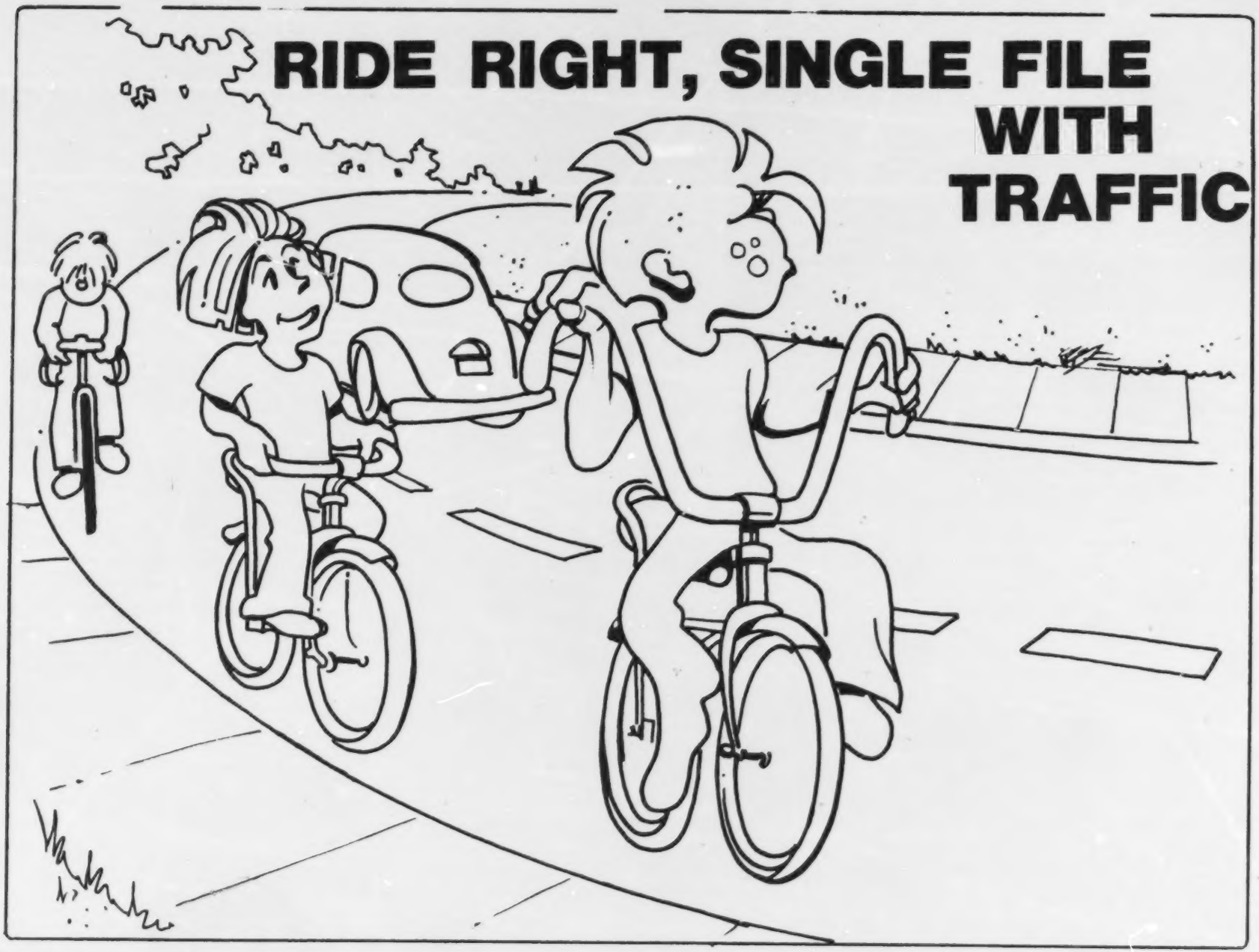


DO NOT Trick-Ride

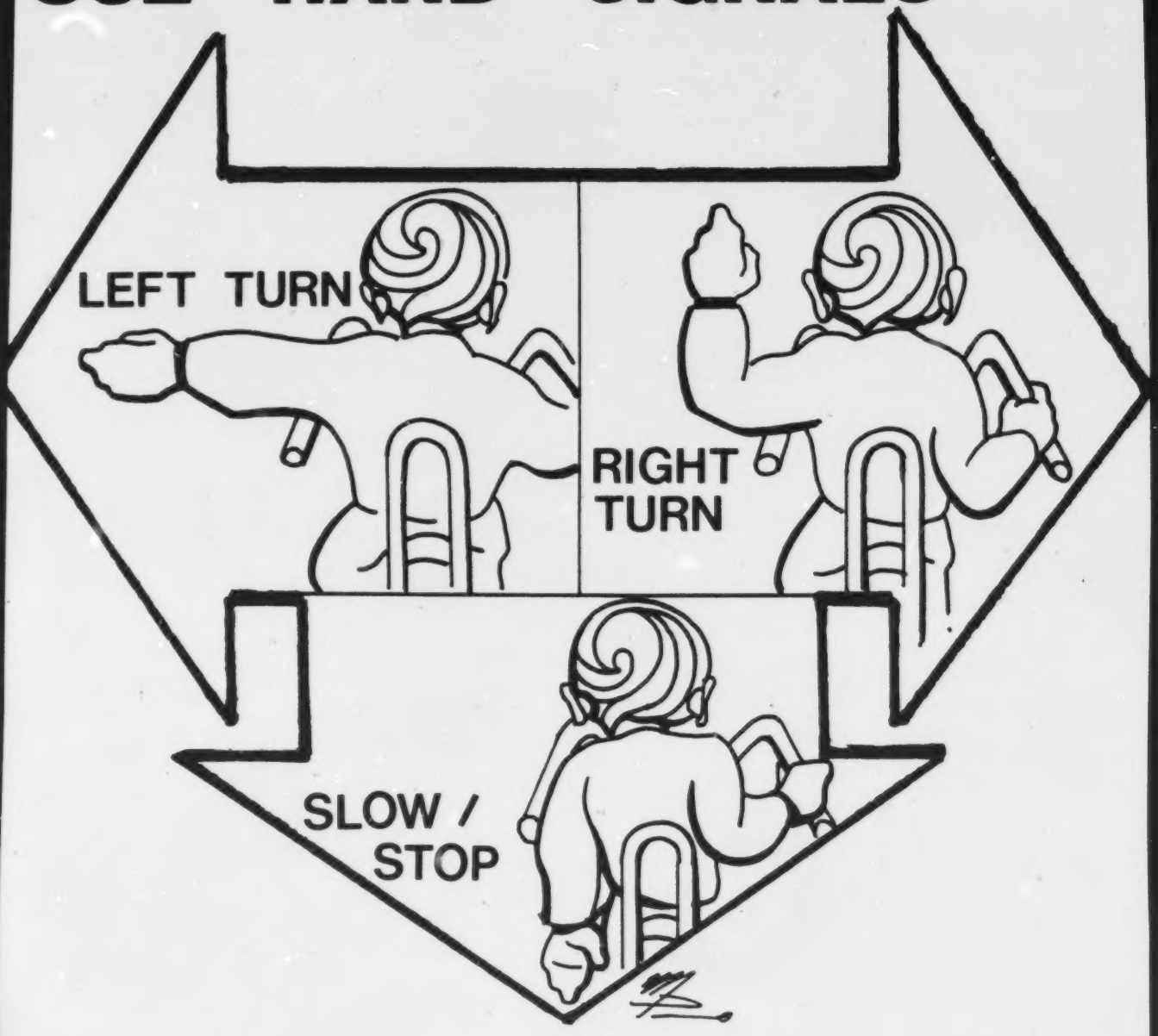
WALK Your Bike Across Busy Streets.



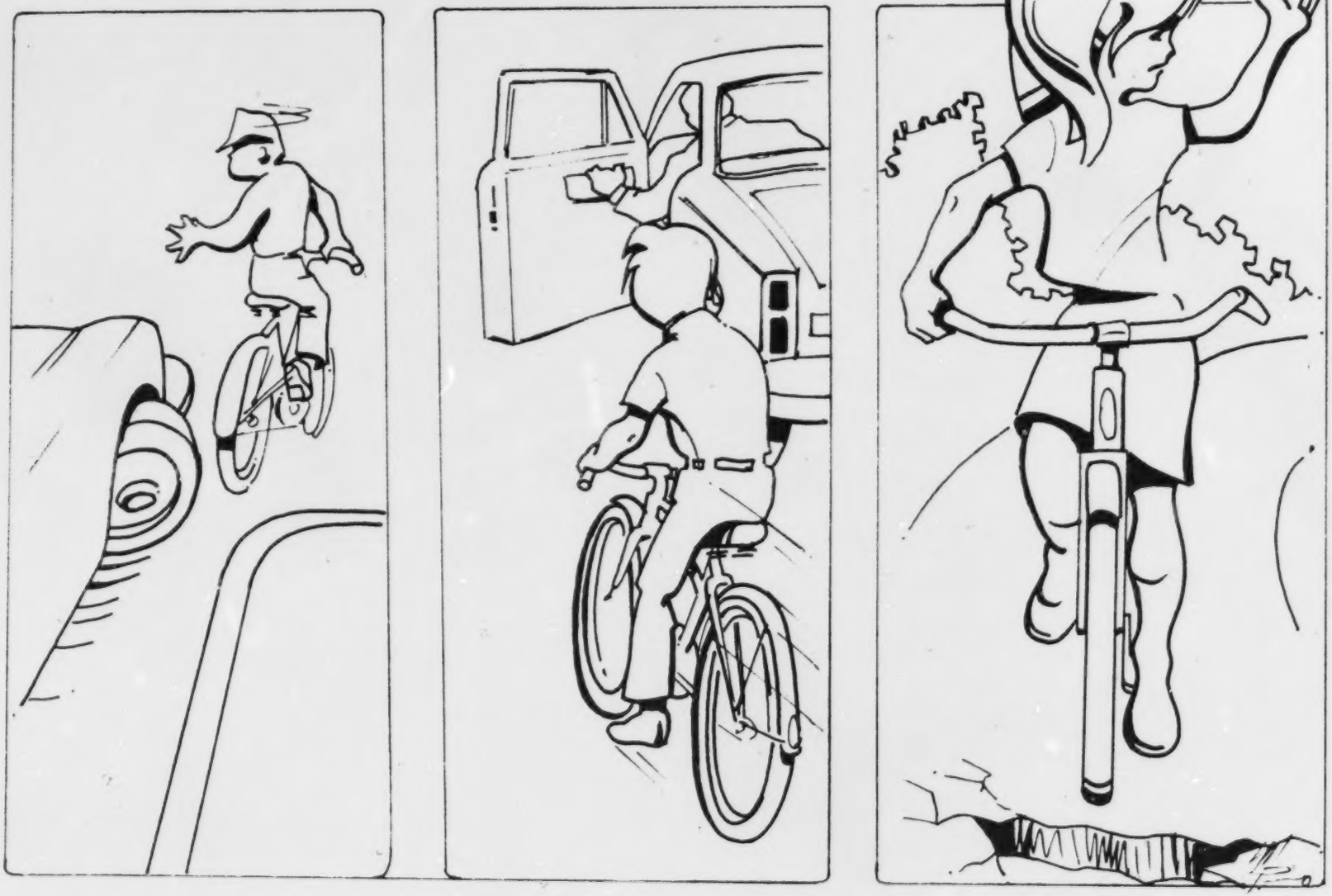
LOOK ALL WAYS
Before Crossing Streets


RIDE RIGHT, SINGLE FILE
WITH
TRAFFIC

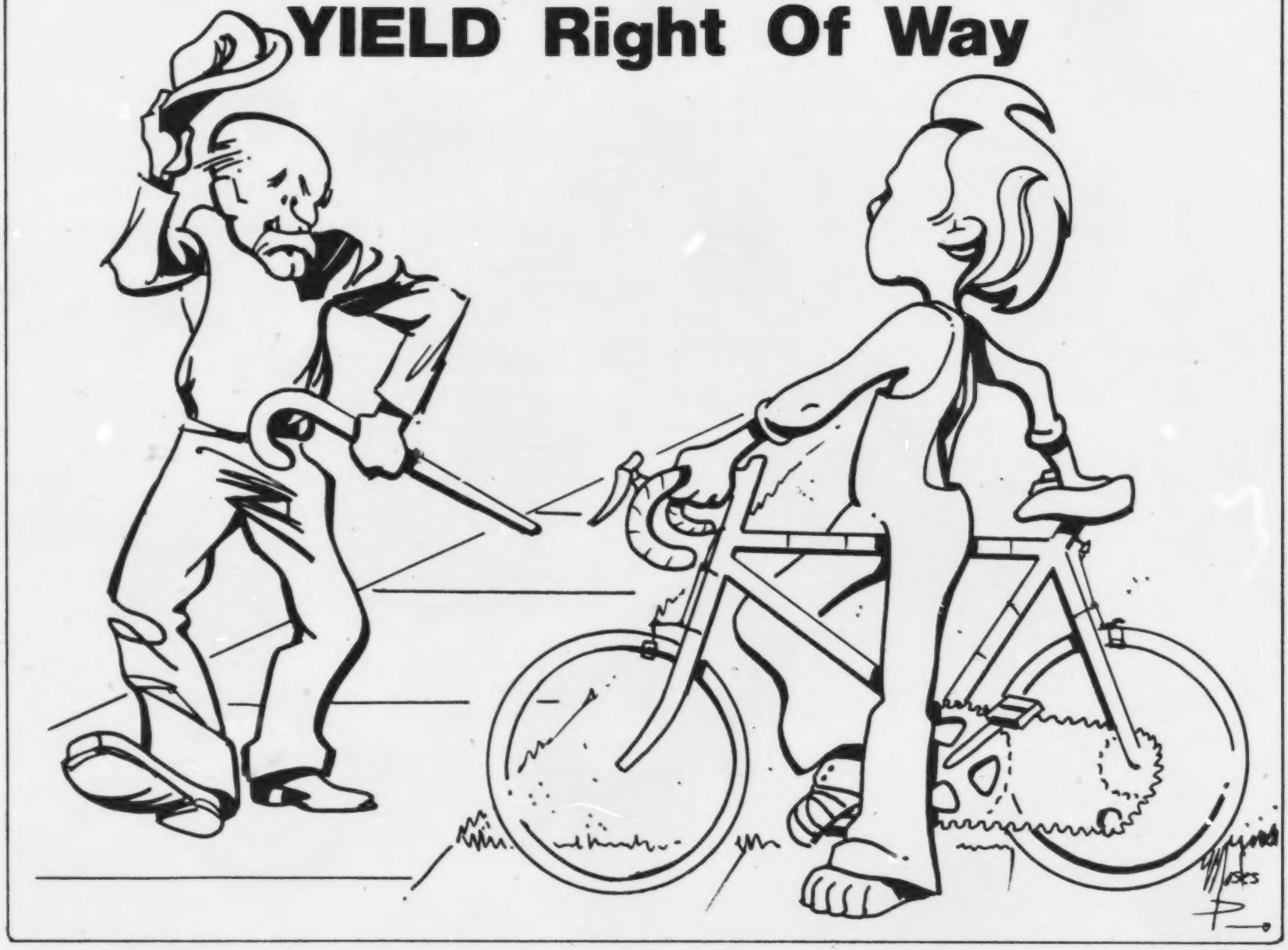
USE HAND SIGNALS



LOOK OUT!



YIELD Right Of Way



OPERATION OF BICYCLES

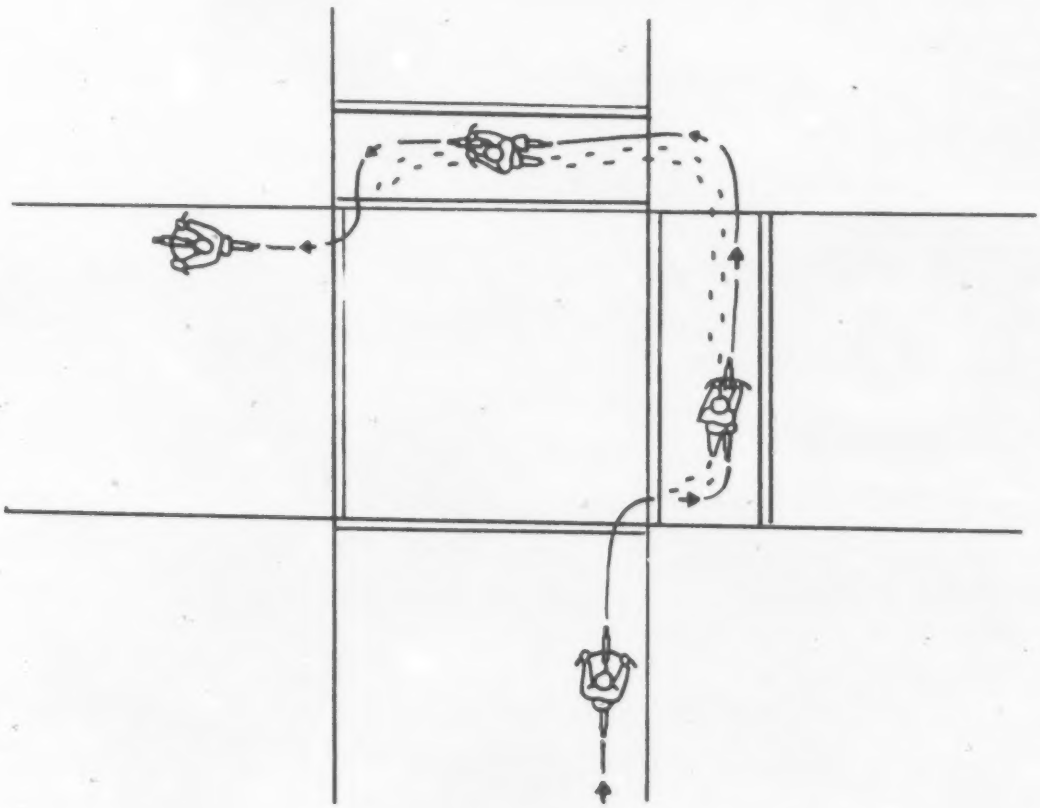
AND PLAY VEHICLES

BICYCLE SAFETY RULES

1. Ride on the right-hand side of the roadways, with traffic.
2. Ride single file if with a group.
3. Obey all traffic signals and signs.
4. When possible, use less traveled roadways.
5. Never ride on high speed highways (freeways).
6. Be sure to signal your intentions to turn or stop.
7. Yield right of way to pedestrians and automobiles.
8. Walk your bike across busy streets at the intersection.
9. Do not carry passengers or large packages.
10. Make bicycle repairs or adjustments off the road.
11. Always stop or park off the paved portion of the highway.
12. Come to a full stop before entering a street or highway.
13. Never "hitch" rides or ride closely behind any vehicle.
14. Never ride out from between parked cars.
15. Your bicycle should be equipped with a white headlight and red rear reflector for night riding.
16. It is best to wear light-colored clothing when riding at night.
17. A bicycle that is used frequently after dark should have reflectorized tape and equipment, and proper lighting.
18. Carry parcels only in an approved rack or carrier.
19. Equip bicycle with a bell or other warning device.
20. Ride in a straight line—never weave in and out of traffic.

21. On less traveled streets, make left turns from the traffic lane nearest the center line; make right turns from the lane nearest the curb.

21a. Young bicycle riders should dismount and walk their bicycles using the pedestrian crosswalks to get on the street going left.



22. Always park your bicycle in a designated place or at least where it will not impede vehicular or pedestrian traffic.

23. Always avoid riding a bicycle whenever you are tired or ill.

24. Avoid riding in bad or stormy weather.

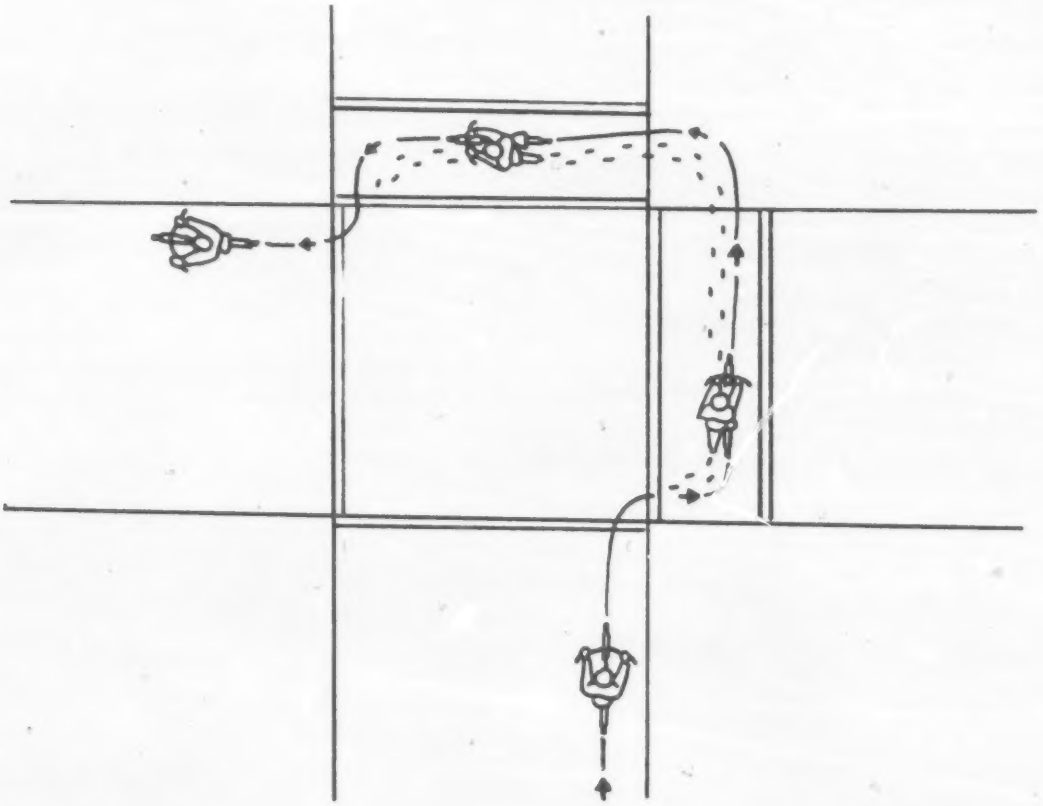
25. Keep in mind that a bicycle is a slow-moving vehicle, so try not to interfere with the normal flow of traffic.

26. Ride on the sidewalk when it is legal. (Check with your local police. Many cities encourage this.)

27. Always ride in bike lanes, paths, and routes when available.

21. On less traveled streets, make left turns from the traffic lane nearest the center line; make right turns from the lane nearest the curb.

21a. Young bicycle riders should dismount and walk their bicycles using the pedestrian crosswalks to get on the street going left.



22. Always park your bicycle in a designated place or at least where it will not impede vehicular or pedestrian traffic.

23. Always avoid riding a bicycle whenever you are tired or ill.

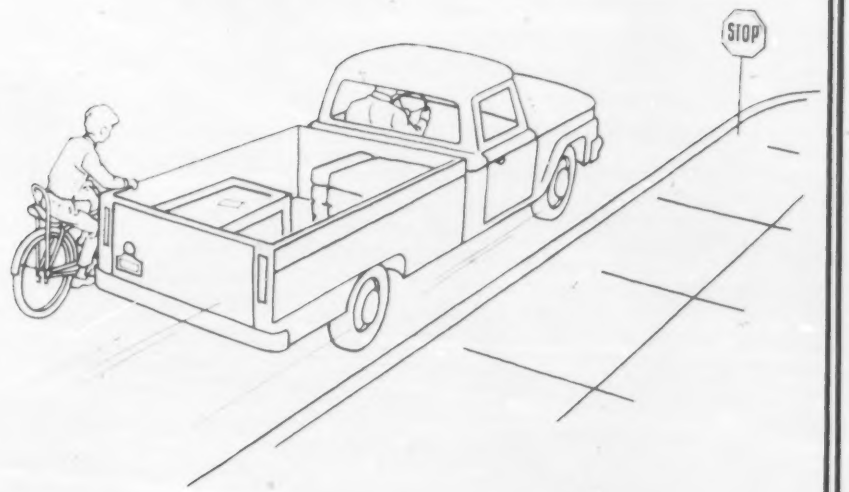
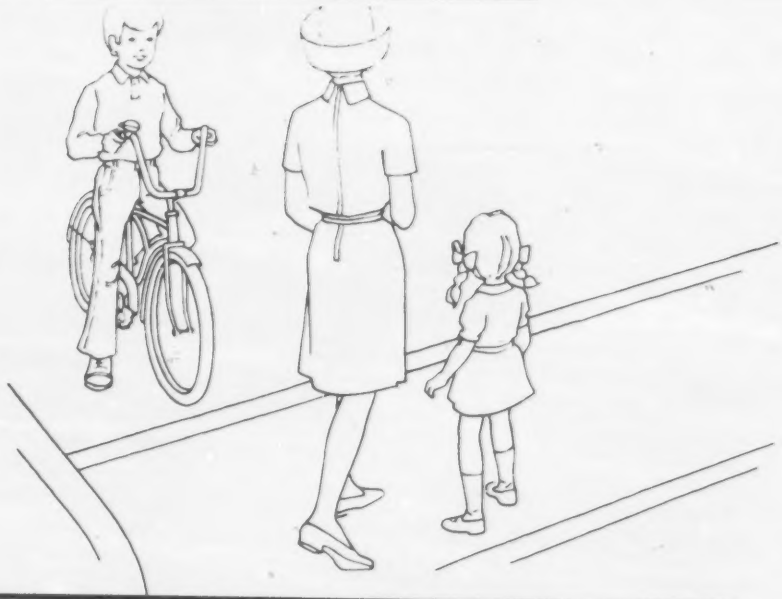
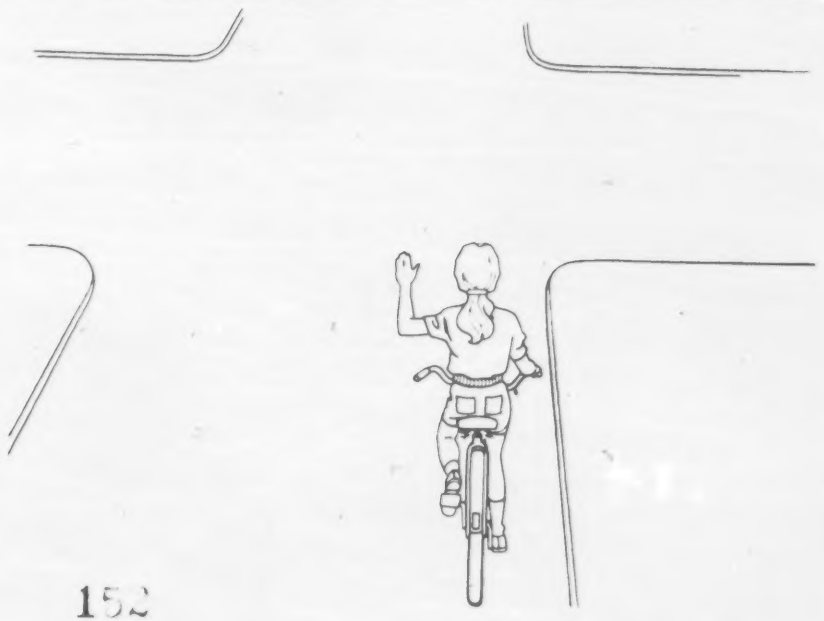
24. Avoid riding in bad or stormy weather.

25. Keep in mind that a bicycle is a slow-moving vehicle, so try not to interfere with the normal flow of traffic.

26. Ride on the sidewalk when it is legal. (Check with your local police. Many cities encourage this.)

27. Always ride in bike lanes, paths, and routes when available.

ASSESSMENT



NAME _____